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Our Working World

# Neighborhoods

TEACHER'S RESOURCE GUIDE

CURRICULUM

Lawrence Senesh

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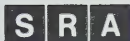
OWW Our Working World

# Neighborhoods

## TEACHER'S RESOURCE GUIDE

by **Lawrence Senesh**

*Professor of Economics  
University of Colorado*



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## A MESSAGE FROM THE AUTHOR

Who are the children in our schools? They are a boy from a Navaho reservation in Arizona; a black girl in Harlem; the son of a Cuban refugee in Miami; a boy from a ranch in Wyoming; a suburbanite's daughter in Deerfield, Illinois; a blue-collar worker's son in Detroit. They are all different. Yet they all have much in common. All are asking questions, the answers to which can affect the future of our nation profoundly.

They share an introspection.

Who am I? they ask. What kind of life shall I lead? What is my role in my family? in my school? in my community? What is my future and my relationship to the larger world?

A search for answers to these fundamental questions leads to a myriad of decisions they must consider as individuals in a free society. Their choices will affect our economic, social, and political systems—just as each boy and girl will be affected by these systems. Their careers, their happiness in future family relationships, and their effective participation as citizens hinge upon their capacity to make wise decisions.

Such decision-making leads our students to a series of even broader questions. How can I cope with the complexities of social change? What are the implications for each of us of technology's impact on society and the overriding concern for environmental quality? How can I cope with the problems of intolerance and indifference and develop a philosophy that respects the rights, privileges, and values of others? How can I work for the peaceful resolution of conflict? Each of these questions cries for a rational solution.

Our students' ability to see themselves in proper perspective to the world around them—their ability to develop the skills and attitudes to become captains of their fate—has extremely important implications for their entire educational careers. If motivated by the relevance of their experiences in school, they will more readily develop their talents and be more able to accept challenging roles in society.

OUR WORKING WORLD is an instrument attuned to these basic concerns.

## ACKNOWLEDGMENTS

A short time ago, I visited a second grade class in a suburban school of a big city. We talked about neighborhoods. We talked about land, buildings, and people, which make up the neighborhoods. Then the conversation turned to the question, "What is a happy neighborhood?" Said one child, "A happy neighborhood has good houses." Another said, "A happy neighborhood has to have nice playgrounds." A third child said, "The neighbors have to be kind." Then a little blond girl raised her hand. "Professor Senesh," she said. "Not every neighborhood is happy. There are many sad neighborhoods." The little girl's realism came as a surprise. This experience reinforced my conviction that my book about neighborhoods must not be about fictional neighborhoods where neatly dressed children play in tidy parks. My book must

deal with many kinds of neighborhoods: neighborhoods which reflect the beliefs, tastes, and national and racial backgrounds of the people who live in them. My book must deal with real people. Some of them are happy and some are sad. Real people have likes and dislikes, problems and hopes. Above all, I wanted to write a book which would encourage children to discover the problems and to identify the goals of their neighborhoods. I wanted to give them the tools—and the motivation—to do something for their neighborhoods.

A neighborhood may be small, and yet it contains the major forces in a society. In other words, as the children study their neighborhood, the world can open up to them. Since television and radio bring the wide world into their homes, the teacher must build a bridge between the neighborhood and the rest of the world. It is my sincere hope that this book, *Neighborhoods*, will help teachers everywhere to build bridges of understanding.

I have many people to thank for their assistance in making this volume and OUR WORKING WORLD possible. I wish



to thank Dr. Frederick E. Hovde, former President of Purdue University, and Dr. E. T. Weiler, former Dean of the Krannert Graduate School of Industrial Administration, who gave me much encouragement to complete my experiment in the social sciences and to write the first edition of the program. The support of the Carnegie Corporation was also very important in the early stages of my project. The University of Colorado and, in particular, Dr. William E. Briggs, Dean of the College of Arts and Sciences, have helped me to continue the project in a stimulating and beautiful environment. Two scholars at the University of Colorado have given me unsparingly of their time, helping me understand the philosophical underpinnings of their disciplines: Dr. Donald Weatherly, Associate Professor of the Department of Psychology; and Dr. Joseph Lazar, Professor of the School of Business and Director of the Institute of Law and Society.

I am also grateful to the Elkhart public schools and to the group of teachers there who made a substantial commitment to the development of creative classroom activities by which my

ideas have been implemented and extended. The advisory committee for OUR WORKING WORLD made many challenging suggestions in the planning stages of *Neighborhoods*. I should like to extend a special acknowledgment to Dr. Ralph Tyler, the chairman of this group, for his guidance.

On my staff, Mrs. Judith F. Douglas and Miss Mary Ann Ganey have assisted me with the research and the organization of the Teacher's Guide. I should like to thank the editorial staff of Science Research Associates for their thoughtful editorial assistance. And many thanks go to my wife, Dorothy Senesh, for her persistent belief that people can build a better world. Finally, I should like to express my appreciation to the little blond girl who reminded me that not all neighborhoods are happy.

Lawrence Senesh  
Boulder, Colorado  
1972

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# CONTENTS

<b>I. INTRODUCTION</b> .....	10	Chapter 6 Stores and Offices .....	96
Rationale .....	10	Chapter 7 Factories .....	108
Components of the Program .....	11	Chapter 8 Farms and Mines .....	120
Teacher's Resource Guide .....	11	Unit Three Working for the Neighborhood .....	134
Student Text .....	14	Chapter 9 Neighborhoods and Government .....	136
Problems Book .....	15	Chapter 10 Neighborhoods and the Law .....	148
Records and Cassettes .....	15	Chapter 11 Volunteers in the Neighborhood .....	158
Orientations .....	15	Unit Four People Shape the Neighborhood .....	170
Systems Analysis Orientation .....	16	Chapter 12 What Keeps Neighbors Together?	172
Research Orientation .....	17	What Keeps Neighbors Apart? .....	172
Spatial and Time Orientation .....	18	Chapter 13 Neighborhoods Change .....	186
<b>II. UNIT AND CHAPTER PLANS</b> .....	20	Chapter 14 Neighborhoods Face Problems .....	200
Introduction People Living Together .....	20	Chapter 15 Neighborhoods Plan Ahead .....	212
Unit One What Is a Neighborhood? .....	32	Unit Five Learning About the World .....	224
Chapter 1 Urban Neighborhoods .....	34	Chapter 16 School: A Bridge to the World .....	226
Chapter 2 Suburban Neighborhoods .....	46	Chapter 17 Understanding Nature .....	242
Chapter 3 Small Town Neighborhoods .....	56	Chapter 18 Understanding People .....	252
Chapter 4 Farm Neighborhoods .....	68	Chapter 19 Looking Ahead .....	264
Unit Two Places in the Neighborhood .....	82	<b>III. INDEX</b> .....	276
Chapter 5 Homes .....	84		

# STORIES AND POEMS

Introduction	People Living Together	
Feet and Wheels	by <i>Leon Trachtman</i>	27-28
New Friends in a New Neighborhood		
by <i>Mary Medearis</i>		28-29
How Large the World?	by <i>Leon Trachtman</i>	29-30
<u>Unit One</u>	What Is a Neighborhood	
Chapter 1	Urban Neighborhoods	
City Child	by <i>Lois Lenski</i>	41
"I Have Two Homes Now"	by <i>Susan Washburn</i>	41-42
Adam and Eddie	by <i>Leon Trachtman</i>	42-44
The Chinatown Neighborhood	by <i>Dorothy Senesh</i>	44
Kwan Ti	by <i>Ralph Hayes and Dorothy Senesh</i>	44-45
Chapter 2	Suburban Neighborhoods	
Walter Gropius—The Teacher	by <i>Dorothy Senesh</i>	52
Life in Shady Grove	by <i>Leon Trachtman</i>	53
Green Meadows Park	by <i>Leon Trachtman</i>	54
Chapter 3	Small Town Neighborhoods	
Coming Home to the Family	by <i>Phoebe Wood</i>	62-63
A Small Town	by <i>Robyn Guest</i>	63-65
Bittyburg	by <i>Jeanne Stoner</i>	65-66
Chapter 4	Rural Neighborhoods	
Jacob Friesen	by <i>Leon Trachtman</i>	77-78

On the Move	by <i>Kathlyn Gay</i>	78-79
Craig's Farm	by <i>Leon Trachtman</i>	79-80
<u>Unit Two</u>	Places in the Neighborhood	
Chapter 5	Homes	
Men, Ideas, and Homes	by <i>Dorothy Senesh</i>	91-94
The Old Farmhouse	by <i>Dorothy Senesh</i>	94-95
Chapter 6	Stores and Offices	
In-sur-ance	by <i>Jeanne Stoner</i>	103-104
Top and Bottom	edited by <i>Ullin W. Leavell and Mary Louise Friebele</i>	105-106
Emma's Store	by <i>Dorothy Aldis</i>	106
The Delicatessen	by <i>Robyn Guest</i>	106-107
Chapter 7	Factories	
Betsy's New Hat	by <i>Carolyn Sherwin Bailey</i>	116-117
A Sale That Wasn't	by <i>Kathlyn Gay</i>	117-118
Life near the Steel Mills	by <i>Vivian Bullard</i>	118-119
Chapter 8	Farms and Mines	
The New Field of Oats	by <i>Jeanne Stoner</i>	129-130
Grain Elevators	by <i>Leon Trachtman</i>	130-131
Corrinne Meets the Sleeping Giant		
by <i>Mary Medearis</i>		131-132
<u>Unit Three</u>	Working for the Neighborhood	
Chapter 9	Neighborhoods and Government	
A New School for Sara	by <i>Susan Washburn</i>	144-145



Mr. Lodge's Garage	by <i>Leon Trachtman</i>	145-146
Getting It Together	by <i>Kathlyn Gay</i>	146-147
Chapter 10 Neighborhoods and the Law		
What's So Fair About It?	by <i>Kathlyn Gay</i>	155-156
Frank Learns a Lesson	by <i>Joseph Lazar</i>	156-157
Chapter 11 Volunteers in the Neighborhood		
A Surprise for Mrs. Shaw	by <i>Jeanne Stoner</i>	165-166
Annabel Can Read	by <i>Dena Humphreys</i>	166-167
A Day in the Park	by <i>Dorothy Light</i>	167-168
Unit Four People Shape the Neighborhood		
Chapter 12 What Keeps Neighbors Together? What Keeps Neighbors Apart?		
We Want Homes, Not Slums!	by <i>Vivian Bullard</i>	181-182
Neighborhoods in Conflict	by <i>Charles George</i>	182-183
Community Advocates: A New Way to Help People	by <i>Vivian Bullard</i>	183
Mr. Barr's Dilemma	by <i>Charles George</i>	184-185
Chapter 13 Neighborhoods Change		
A New Harvest	by <i>William Rintoul</i>	194-196
Hurricanes and Heroes	by <i>Vivian Bullard</i>	196-197
The Instant Neighborhood	by <i>Leon Trachtman</i>	197-198
Chapter 14 Neighborhoods Face Problems		
Grass Roots	by <i>Robyn Guest</i>	208-209

New Homes for the Poor	by <i>Marg Donnelly</i>	209-210
Edythe Gaines	by <i>Patricia Goldslag</i>	210-211
Chapter 15 Neighborhoods Plan Ahead		
Neighbors Work Together	by <i>Toby Wertheim</i>	220
Letters from Juan to His Cousin in Mexico	by <i>Vivian Bullard</i>	220-222
A Good Plan	by <i>Jeanne Stoner</i>	222-223
Unit Five Learning About the World		
Chapter 16 School: A Bridge to the World		
The Amarillo Bus	by <i>David E. Austin</i>	235-237
A Man Named Leonardo	by <i>Leon Trachtman</i>	237-238
Johann's Printing Press	by <i>Dorothy Senesh</i>	238-240
Chapter 17 Understanding Nature		
A Poem of Inventions	by <i>Leon Trachtman</i>	249-250
The Story of Three Pats	by <i>Irving Morrissett</i>	250-251
Chapter 18 Understanding People		
Basic Social Problems	by <i>Charles George</i>	258-261
How Scientists Study "Getting Along"	by <i>Kenneth Boulding</i>	261-263
Chapter 19 Looking Ahead		
Learning for Tomorrow	by <i>Albert Szent-Györgyi</i>	269-270
Man and His Ideas	by <i>Leon Trachtman</i>	270-271
Curious Man	by <i>Leon Trachtman</i>	271-272
When You Grow Up		272-273

# INTRODUCTION

## Rationale

The OUR WORKING WORLD series has been carefully constructed to conform with a unique curriculum design developed by Professor Lawrence Senesh and a team of social scientists and educators with whom he has been closely associated. Aspects of the design are described here briefly. For a more detailed description read the rationale booklet associated with the project, *New Paths in Social Science Curriculum Design*.

OUR WORKING WORLD consists of a six-part series:

- Level 1—*Families*
- Level 2—*Neighborhoods*
- Level 3—*Cities*
- Level 4—*Regions of the United States*
- Level 5—*The American Way of Life*
- Level 6—*Regions of the World*

*The series is designed sequentially.* Courses build on preceding experiences. The levels of OUR WORKING WORLD relate to and build on each other in a number of ways. Themes move from level to level. For example, Level 1 introduces conflict resolution in terms of family conflicts. A new aspect of conflict resolution is included at each succeeding level. At Level 6, students investigate the concern for resolving international conflicts peacefully.

*The series uses the fundamental ideas of each of the social sciences: economics, sociology, political science, anthropology, social psychology, and law as it relates to the search for justice.* The ideas form a framework for the social science theory to which all OWW content is related. Increasingly sophisticated and complex ideas are introduced and reinforced at each succeeding level as the children's experiences grow in depth and complexity. Thus the program grows as a totality, as an organism grows. Professor Senesh calls this the *organic curriculum*.

*The interdisciplinary nature of this design calls for a careful interweaving of the social sciences.* Professor Senesh refers to this as *orchestrating the curriculum*. Each discipline gets the opportunity to play the solo role in the "social science orchestra" when it is most appropriate. Other disciplines then play background roles. The interweaving continues as new topics and problems are introduced.

*The design of the materials utilizes systems orientation.* At Level 1, families are studied as systems. As such, they have particular goals. Family members constitute the interrelated parts of the system. At Level 2 neighborhoods are studied as systems. The same systems approach is applied to cities, regions, the nation, and the world. In problem solving, systems analysis is extremely important. Students learn to view particular social phenomena and problems in relation to other phenomena and problems, not in isolation. (See Systems Analysis Orientation, pp. 16-17.)

*All objectives are brought together within the program as a means for understanding social reality.* The materials do not shy away from the actual world, but rather use it as an integral part in the development of ideas related to social behavior. Students will meet many real people in their textbooks and in the stories and poems available as auxiliaries. They will compare situations of these people with their own situations and, in so doing, extend their experiences.

*The design encourages students to develop a problem-solving orientation.* Professor Senesh believes that children should be trained in their early years to identify themselves with society at large. He feels that the involvement of children with the problems of society develops their awareness as shareholders of a free society. Through OUR WORKING WORLD they will become involved personally with social problems. To become proficient in the use of analytic tools, students need to develop an efficient way to do research. They need to learn research skills and to adopt an attitude property to inquiry. The orientations section of this introduc-



tion, pages 15 through 19, includes a detailed outline of expectations for the research presentation of OUR WORKING WORLD.

*The design recognizes the necessity to develop both time (history) and spatial (geography) orientations.* These begin with Level 1 and continue systematically through Level 6. In all cases time and spatial understandings are enriched through the use of the social sciences disciplines. Performance criteria for time and spatial orientations for this level are outlined also (pages 18 through 19).

*The design is future-oriented.* The latest research in the social sciences and other disciplines has been used in the construction of the materials. Many of the stories in the text and in the auxiliaries have been written by specialists or in consultation with them. The most up-to-date findings at our command have been used.

*The design incorporates objectives for career development.* Based upon ideas provided by a team of specialists (and in cooperation with the U.S. Office of Education), career development concepts are used in the first three levels of OUR WORKING WORLD. For the first time, career development material has been included in a social science series prepared for the primary grades.

*The design is community-oriented.* In OUR WORKING WORLD the community becomes a social laboratory. There are suggestions for activities that involve members of the family, the neighborhood, and the larger city—to take the program beyond the four walls of the classroom. Students can extend their experiences as they see their environment as a microcosm of the larger world.

*The design facilitates opportunities for correlating other subject areas with social studies.* Some of the other subject areas that are linked with social studies are language arts, science, mathematics, and the creative arts. OUR WORKING WORLD contains a multiplicity of stories, poems, and songs. They are intended to provide a basis for the discovery of many new ideas within the patterns of the program. They also increase students' reading and listening skills, extend their vocabularies, and offer ways for verbalizing generalizations. Many other activities offer similar opportunities for the development of skills in mathematics, science, and the creative arts.

## Components of the Program

A complete set of instructional materials for OUR WORKING WORLD, *Neighborhoods*, includes this Teacher's Resource Guide; a hard-cover textbook and a soft-cover Problems Book for each student; a teacher's edition of the Problems Book; and a complete set of records with a script book. Also provided is *New Paths in Social Science Curriculum Design*, a book that details the rationale of Professor Senesh's approach to OUR WORKING WORLD.

### TEACHER'S RESOURCE GUIDE

Since OUR WORKING WORLD is an activity-centered program, the Teacher's Resource Guide is your focal point for day-to-day classroom planning. The guide is a collection of activities that are designed to reinforce every major idea of the second-level program. It has been organized to allow you maximum flexibility in selecting the activities best suited to the interests and abilities of your students.

The organization of the material in the guide parallels that of the student textbook. Thus the grade 2 guide has five major units divided into nineteen chapters, just as the textbook does. Let's review the TRG unit and chapter contents briefly so that you can learn about the many helpful teaching aids contained in the guide.

**Units.** Each of the four units has an opening section. In that section are the following:

- **Structure of the Unit**—a brief statement that provides a perspective for the entire unit.
- **Activities for the Unit**—activities that relate to the entire unit, not necessarily to any particular chapter.
- **Evaluating the Unit**—an end-of-unit activity correlated with the section of the student textbook entitled "What Did You Learn?" This activity allows your students to review the major ideas in the unit after you have completed it.

- **Long-Term Activities**—one or more activities that can be developed and continued throughout the school year. The activities relate to the entire second-level program, not necessarily the unit only. They link the whole course of study, unit by unit.

The opening sections of the unit thus provide you with a wide-screen view of what you will need to keep in mind as you plan ahead for the school year. You will undoubtedly refer more often, however, to the chapters into which the guide is divided, for contained therein is the bulk of the material in this book.

**Chapters.** Each chapter is organized to assist you in focusing your course of study on the major ideas of the program. Each includes a wide variety of activities for different interest and ability levels.

The two-page chapter flowchart is the first element in a chapter. A discussion of it will follow a brief description of the other parts of the chapter. The chapter introduction, which follows immediately after the flowchart, contains the following parts:

- **Statement to the Teacher**—an overview of the chapter in which the author of the OWW program identifies the purpose of the chapter.
- **Suggested Lesson Structure**—a plan for teaching the chapter developed by experienced teachers who have used OWW in the classroom. It offers one of a large number of teaching approaches you may wish to employ. The lesson structure suggests a sequence of activities and divides it into a set of class sessions. Although the sessions are designed to give you a comfortable margin of teaching time, you remain the best judge of how to allot your time efficiently. Consider the session allotments as suggestions only. Furthermore, do not confuse the number of sessions with the number of days required to complete a chapter. You may wish to plan double sessions in one day, especially when your OWW material relates particularly well—as it often does—to other subject areas. Moreover, some activities can be used as seatwork while you work with reading groups and other groups.

- **Vocabulary**—These words do not have to be mastered before passing on to the next chapter. Rather, they should be used in your discussions so that they become internalized through repeated usage.

- **Bibliography**—an annotated list of materials divided into two sections, the first list of titles for teacher's reading and the second list, for children's.

Following this introductory material come the activities, which are varied teaching plans that make up the most important sections of the chapter. The activities are listed under the major ideas they reinforce, and each has the following parts:

- **Purpose**—a statement of the concept to be developed through the use of the activity.
- **Procedure**—statements describing the operation of the activity—how best to carry it out for maximum efficiency.
- **Outcome**—a statement offering you one way to determine whether your students have mastered the concept of the activity. All activities carry this important outcome statement with the exception of two types: (1) an activity designated as a follow-up activity, which reinforces the concept of the preceding activity, and (2) an activity based on a Problems Book exercise, the outcomes for which are provided in the teacher's edition of the Problems Book.

The chapter concludes with a section of read-to stories and poems. This material has been selected from outstanding children's literature or commissioned to be written exclusively for OWW—*Neighborhoods*. All of it relates to the major ideas of the chapter. Stories and poems offer you additional vehicles with which to develop and extend important social studies concepts. They also offer you hours of enjoyment with your students.

Now let us return to the first element in the TRG chapter, **the chapter flowchart**. You might think of it as the console for programming your course of study. Look at the miniature flowchart on the opposite page. The circled numbers identify the structural elements of the chart.

The flowchart is designed to allow you to select from a multiplicity of activities those that will be most beneficial and most

## CHAPTER 1: Urban Neighborhoods

### COMPONENTS

#### Student Text

Picture Spread pp. 20-21	Urban Neighborhoods pp. 37-38/1
Case Study pp. 22-25	"I Used to Live Here" p. 38/1
Episode pp. 36-27	So Much to See and Hear, and Do pp. 38-40/2

#### Recording

Notes in the Neighborhood p. 38/3
--------------------------------------

#### Problems Book

Different Urban Neighborhoods p. 10	Urban Neighborhoods Change pp. 38-39/8
What Do We Find in Urban Neighborhoods? p. 9	

### MAJOR IDEAS

A. Big cities have many types of neighborhoods that differ in such ways as the kinds of people who live in them and the location, condition, and stability of the particular neighborhood (whether it is integrating, remaining stable, or developing).

B. Rapid changes in urban neighborhoods and the unequal distribution of resources and political power between neighborhoods create problems.

C. Closeness to the activities of the city affects the price of land, the number of residents, and the kinds of buildings in urban neighborhoods.

Summary: Urban neighborhoods vary greatly, depending upon their distance from the city and the income, beliefs, and background of the people who live in them. Problems arise when neighborhoods change too rapidly or do not have a fair share of resources or political power.

## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

Spatial Orientation	See A-9: Stories and Poems	See C-3: Art and Music
Time Orientation		See B-1: Student Text
System Orientation	See A-8: Art and Music	
Research Orientation		See B-3: Community Resources

### LANGUAGE ARTS

Stories and Poems	Poem: "City Child" p. 38/4 Story: "I Have Two Homes Now" p. 38/9 Story: Adam and Eddie p. 38/10 Description and story: The Chinatown Neighborhood and Kwan Ti p. 39/11	
Creative Dramatics	Skills: Neighborhood issues p. 38/5	

### ART AND MUSIC

Art: Make chart showing modes of transportation p. 38/6	Art: Make model of urban neighborhood p. 41/3
---	---

### MISCELLANEOUS

Community Resources	Committee investigation: Neighborhoods Change p. 38/7	Speaker: Civic organization p. 40/4 Survey: News reports of organizing p. 40/3	
Other			Game: Determining value of land pp. 40-41/2

- ① The major ideas on which the chapter is based.
- ② The summary statement, which encompasses the major ideas.
- ③ A column listing the components of the program—student textbook, Problems Book, and records—upon which activities in the TRG are based.
- ④ An activity based on materials in the student textbook, with the text page reference and the page reference and activity number in the TRG itself.
- ⑤ A column of subject-area categories into which the activities have been classified.

- ⑥ A specific subcategory—Spatial Orientation—of the social sciences subject category.
- ⑦ A column of activities that relate to Major Idea A.
- ⑧ A column of activities that relate to Major Idea B.
- ⑨ A column of activities that relate to Major Idea C.
- ⑩ A specific activity related to the art and music field and to Major Idea C. The page reference in the TRG and the number of the activity are provided here.
- ⑪ Cross-reference entry.



interesting to your students. Using the flowchart, you can quickly assess the numerous teaching possibilities that are available to you for each chapter. This is possible because the flowchart identifies—

- *What is in the TRG chapter.*
- *What in each of the OWW components is related to the chapter.*
- *Each activity by major idea.*
- *How OWW activities can be correlated with other subject areas.*
- *The teaching strategies you can use.*

## STUDENT TEXT

The student text is organized according to a pattern that allows you to deal effectively and efficiently with the significant concepts of the OWW program. The text is divided into five units. Each unit comprises a cluster of basic concepts from the social science disciplines of anthropology, economics, political science, and sociology:

Unit One. What Is a Neighborhood?

Unit Two. Places in the Neighborhood.

Unit Three. Working for the Neighborhood.

Unit Four. People Shape the Neighborhood.

Unit Five. Learning About the World.

Unit chapters focus on three major ideas and usually contain the following elements: photo essay, case study, and episode. Each of these elements is contained in two- or four-page sections. Their themes are interrelated so that all elements together contribute to the student's complete understanding of the content of the chapter and to your approach to the material. The students are exposed to the fundamental purposes of the chapter solely through visuals in the photo essay—they “read the picture,” so to speak, as they begin to understand the nature and the scope of the major ideas that they will confront in the chapter. The photo essay is nearly always linked to the case study that follows by the repetition of one key photo. You may wish to point this

out to your students by asking them, as they begin to read the case study, “Where have you seen this before?” The key photo appears in black and white in the photo essay; usually it appears in full color in the case study.

As the students move from the photo essay to the case study to the episode (and always in that order), they are provided with increasingly specific data in their investigation of the major ideas of the chapter through text, photos, and artwork. The case studies emphasize an outer reality, or the actual world, which only the camera can capture with its own special truth. The episodes, by contrast, emphasize the inner thoughts and feelings of the book's characters, and this inner life is rendered by imaginative and appealing artwork of various styles. You will quickly recognize—and you may wish to point out to your students—that certain art styles have been chosen for their suitability for certain kinds of subject matter. Styles of art differ for episodes that deal with contemporary life, for historical episodes, and for comical and whimsical episodes.

The student text includes many aids to learning: an end-of-unit review of the major ideas of the unit, entitled “What Did You Learn?”, a glossary of significant terms, and a very special item—a letter to the children written especially for the book by Lawrence Senesh, the author of *OUR WORKING WORLD*. The author and the publisher welcome replies from your students to this letter.

The text is devised as an instrument to allow your good readers, your average readers, and even your poor readers to approach the exciting world of the printed page in ways which allow the student to experience success at his level regardless of inherent abilities or range of skills. Words are coded so that their introduction to the student is carefully weighed and logically paced. The word load of the text is increased gradually so that by the final chapters of the book your students will be able to read for themselves and on their own material of greater complexity with success and enjoyment. Skillful questioning and guidance on your part will do much to keep reading difficulties to a minimum. The generous supply of photos and artwork will help

students with reading difficulties to grasp the subject matter context and to contribute to the class.

## PROBLEMS BOOK

Students are encouraged through a series of highly creative layouts to extend their abilities to interpret pictorial information. Through such interpretation they can gain new insights into the major ideas presented in each chapter. The concepts of each chapter of *OUR WORKING WORLD, Neighborhoods*, are reinforced by two to four exercises in the Problems Book. The exercises vary in difficulty and will challenge a wide range of abilities. They are designed so that you can use them with students on an individual basis, with small groups, or with the whole class, entirely at your discretion.

The teacher's edition of the Problems Book contains detailed descriptions of how you should present the materials in the Problems Book to your students. Statements define the basic skills and concepts of the exercises. The statements related to skills refer to the kinds of thinking processes developed in the exercises, and the statements referring to concepts describe the relation between the exercises and the major ideas of the chapters. Procedural suggestions are presented in three sections:

- **Let's Talk About** helps you introduce the exercises. It suggests ideas to review before the students begin work on a specific exercise. This section is extremely important, since the students must see a relation between the exercises they are to complete and the major topics of a chapter.
- **Let's Do** provides instructions for the students to complete the exercise. Because the students' reading ability is limited, it is important that you be very precise in giving these instructions.
- **Let's Think About** enables the students to consider broader ideas related to the conclusions they have reached by completing each page.

A suggested performance expectation helps you measure how well your students have mastered the ideas behind each exercise.

## RECORDS AND CASSETTES

The recorded lessons of the *OUR WORKING WORLD, Neighborhoods*, program constitute another dimension—the audio learning experience. You will find, as with other components in the program, that the individual selections are organized in a pattern, which follows closely the organization of the Teacher's Resource Guide. Each chapter has a special story that extends the learning built into the conceptual framework of the major ideas. Each selection deals imaginatively with an important idea of the program. This is not to say, however, that the recordings need always be used as follow-up activities. Often they will serve effectively to introduce a major idea to your students. Used in this way, the recordings can then be followed by other relevant activities presented in other components of the program.

Some of the stories are familiar fables from the literature of many people. Others are newly conceived, solely for purposes of *OUR WORKING WORLD, Neighborhoods*. The most important criterion in the selection of the stories has been their relevance to the major ideas they are designed to support.

You may wish to encourage your students to sing along with musical selections, to play musical instruments, and to dance, mime, use puppets, or act out selections in their own ways. A good learner is a good listener, and such activities promote greater understanding of very relevant ideas as students develop their listening skills.

Included in this package is a script book to facilitate your planning activities related to the recorded stories. The script for each selection is printed with a suggested review activity. The possibilities for employing the recorded selections in your lesson plans are limited only by the approaches you wish to consider.

## Orientations

*OUR WORKING WORLD, Neighborhoods*, introduces students to four major kinds of orientations: systems analysis, research, spatial (geography), and time (history). As students progress

through the course, they should become increasingly competent in each area. The following outlines of performance expectations will help you measure each student's progress. These statements are goals for the year.

Examine each section carefully. *Systems analysis orientation* underlies the entire content of OUR WORKING WORLD, *Neighborhoods*. *Research orientation* indicates the kinds of behavior needed to participate successfully in problem solving. *Spatial and time orientations* are needed to begin developing a perspective of oneself in relation to others—here and now and in other times and other places.

Use the outlines as guidelines as you establish your lesson plans. They will help your students reach the objectives you have established for their year's work.

## SYSTEMS ANALYSIS ORIENTATION

Each student—

- I. Identifies a neighborhood as a system.
  - Recognizes that neighborhoods are goal-oriented.
- II. Cites examples demonstrating that neighborhoods can vary.
  - Neighborhoods can change over a period of time.
  - Neighborhoods can change spatially.
- III. Recognizes that the area he lives in is part of many systems, some goal-oriented and some non-goal-oriented.
  - Becomes increasingly sensitive to the environmental system where he lives and able to interpret information received from the environment to further his own goals.
  - Becomes increasingly aware that he is a part of larger organizations and groups.
- IV. Recognizes that people in neighborhoods must interact with each other to achieve neighborhood goals.
  - Understands that interaction takes place through communications and transactions.

- Recognizes that the transactions may be generous, selfish, or hostile.
- V. Understands that neighborhoods function through a structure.
    - Cites examples of how that structure is made up of the positions and roles of its members.
    - Recognizes that an important element of the structure is the physical environment.
  - VI. Understands how the roles played by members of the neighborhood divide the labor and determine the hierarchy of individuals and groups.
    - Identifies roles played by members of specific regions.
    - Cites examples of how these roles may conflict.
  - VII. Describes how the structure of a neighborhood determines its objectives; how rules are made and enforced, how goods and services are produced, and how the image of a person living in a particular neighborhood is influenced by where he lives.
  - VIII. Recognizes that if a neighborhood or its goals change, its structure may no longer be appropriate.
    - Understands that if the structure does not change to meet changing needs, problems will result.
    - Cites examples of neighborhood change that may be caused by internal factors, such as—
      - a. changing maturity and ages of members;
      - b. changing size of the neighborhood or changing roles of its members;
      - c. faulty communication between members;
      - d. changing mix of transactions such as the replacement of selfish transactions by generous transactions;
      - e. conflicts between neighborhood members due to conflicting goals;
    - Cites examples of neighborhood change that may be caused by external factors, such as—
      - a. changing income and employment;
      - b. conflicts arising between the goals inside and outside the neighborhoods;



- c. occurrences affecting the neighborhood as a result of fire, earthquake, war, and the like;
  - d. changing composition of the neighborhood caused by mobility.
- IX. Recognizes that the neighborhood at any specific moment is in equilibrium. The longer the neighborhood can maintain equilibrium, the greater the predictability of the neighborhood's well-being.
- Recognizes that equilibrium may be maintained by inertia rooted in tradition.
  - Recognizes that a neighborhood, as a system, is continually exposed to outside forces that put pressure on it to change.
  - Identifies those forces that result in serious stresses, causing instability.
  - Identifies those forces that result in added strength, re-establishing a state of equilibrium.
- X. Recognizes that neighborhoods have subsystems that must remain in balance if neighborhood goals are to be met.
- XI. Recognizes that neighborhoods are parts of supersystems, such as larger communities, cities, regions, nations, international organizations, and the world.

## RESEARCH ORIENTATION

Each student—

- I. Cooperates to create an environment conducive to research activities.
  - Respects the rights and opinions of others.
  - Understands the need for rules.
  - Takes part in making the rules.
  - Accepts the role of leader or follower.
  - Profits from the criticism and suggestions of others.
  - Distinguishes between work that should be done by individuals and that which requires group effort.
- II. Applies problem-solving techniques and critical skills to social issues.
  - Recognizes that a problem exists.
  - Defines the problem for study.
  - Studies the aspects of the problem.
  - Locates, gathers, and organizes information.
  - Interprets and evaluates information.
  - Develops a series of alternative solutions.
  - Selects the solution(s) most applicable to his values, as supported by evidence.
  - Recognizes that solutions often create new problems.
  - Applies problem-solving techniques to personal and social problems.
- III. Works with books.
  - Uses the title of a book as a guide to its contents.
  - Uses table of contents.
  - Alphabetizes.
  - Uses glossary.
  - Distinguishes between fictional and factual books.
  - Chooses appropriate books.
- IV. Makes efficient use of a dictionary.
  - Alphabetizes words.
  - Uses guide words.
  - Learns correct pronunciation of words.
- V. Reads newspapers, magazines, and pamphlets with discrimination.
  - Recognizes these materials as sources of information about many topics, particularly current affairs.
  - Selects material that is pertinent to class activities.
- VI. Knows how to find material in a library.
  - Locates appropriate books.
- VII. Gathers facts from field trips and interviews.
  - Identifies the purpose of the field trip or interview.
  - Plans procedures, rules of behavior, questions to be asked, and things to look for.
  - Takes increasingly greater initiative in the actual conducting of the field trip or interview.

- Expresses appreciation for courtesies extended during the field trip or interview.
  - Records, summarizes, and evaluates information gained.
- VIII. Organizes information.
- Selects the main idea and supporting facts.
  - Composes a title for a story, picture, graph, map, or chart.
  - Selects answers to questions from material heard, viewed or read.
  - Classifies pictures, facts, and events under main headings or in categories.
  - Arranges events, facts, and ideas in sequence.
  - Makes simple outlines of material read.
  - Writes a summary of main points encountered in material.
  - Makes a simple table of contents.
- IX. Evaluates information.
- Distinguishes between fact and fiction.
  - Compares information about a topic drawn from two or more sources to recognize agreement or contradiction.
  - Considers which source of information is most acceptable and why.
  - Draws inferences and makes appropriate generalizations from evidence.
  - Reaches tentative conclusions.
- X. Acquires information through reading.
- Reads to find answers to questions.
  - Selects the statements that are pertinent to the topic being studied.
- XI. Acquires information through listening and observing.
- Listens and observes purposefully.
  - Listens attentively when others are speaking.
  - Identifies a sequence of ideas and selects the most important ones.
  - Relates, compares, and evaluates information gained from other sources of information.

- Adjusts to a speaker's voice and delivery and to the physical conditions of the situation.
- Reserves judgment until the speaker's entire presentation has been heard.
- Analyzes video and audio presentations—films, pictures, models, exhibits, and other graphic material—concerned with social studies topics.

- XII. Communicates orally and in writing.
- Develops an adequate vocabulary.
  - Chooses appropriate words.
  - Pronounces words correctly and enunciates clearly.
  - Talks in complete sentences.
  - Keeps to the point in all situations involving oral expression.
  - Develops self-confidence.
  - Exchanges ideas through discussion, either as leader or as participant.
  - Respects limitations of time and others' right to be heard.
- XIII. Writes with clarity and exactness.
- Writes independently and avoids copying from references.
  - Uses standard English.
  - Applies the skills being developed in printing, writing, spelling, punctuating, capitalizing, and arranging written work.

## **SPATIAL AND TIME ORIENTATION**

Each student—

- I. Develops an understanding of the calendar.
- Uses names of months in sequence.
  - Uses a calendar to find dates of special events and to determine length of time between important dates.

- Associates seasons with particular months in both the Northern and Southern Hemispheres.
  - Understands the relation between rotation of the earth and day and night.
  - Understands the system of time zones as related to the rotation of the earth.
  - Understands the relation between the earth's revolution around the sun and the calendar year.
  - Accumulates specific events as points of orientation in time.
  - Uses definite and indefinite time expressions.
    - a. Uses such definite time concepts as *second*, *minute*, *yesterday*, *decade*, and *century*.
    - b. Uses such indefinite time concepts as *past*, *future*, *long ago*, *before*, *after*, *meanwhile*.
- II. Develops a chronological understanding of events and of differences in time durations.
- Learns to arrange personal experiences in order.
  - Learns to express sequence and order in terms such as *first*, *second*, *third*, and so on.
  - Understands the concept of "parents ago" to depict how long ago events occurred.
- III. Uses the map and follows geographic directions in terms of his own environment.
- Uses cardinal directions in classroom and neighborhood.
  - Uses relative terms of location and direction such as *near*, *far*, *above*, *below*, *up*, and *down*.
  - Understands that north is the direction toward the North Pole and south the direction toward the South Pole on any map projection.
- IV. Locates places on maps and globes.
- Recognizes land and water masses on a globe and on a variety of maps—physical, political, weather, and so on.
  - Consults two or more maps to gather information about the same area.
  - Traces routes of travel by different means of transportation.
- V. Uses scales and computes distances.
- Uses small objects such as a photograph to represent large ones.
  - Makes simple large-scale maps of a familiar area, such as the classroom or neighborhood.
  - Compares actual length of a block or mile with that shown on a large-scale map.
  - Determines distance on a map by using a scale of miles.
- VI. Interprets map symbols and visualizes what they represent.
- Understands that objects can be represented by pictures or symbols on a map.
  - Interprets dots, lines, colors, and other symbols used in addition to pictorial symbols.



# INTRODUCTION: People Living Together

## COMPONENTS

### Student Text

Introduction  
pp. 10–15

*People Living Together*  
pp. 23–24/1

### Problems Book

*What Are Neighborhoods?*  
p. 7

p. 24/3

*Directions*  
p. 6

p. 24/5

*What Is a Neighborhood?*  
p. 8

p. 27/1

## MAJOR IDEAS

A. A neighborhood is an area composed of land, buildings, streets, and people within walking distance of one's home, where people have common interests.

B. The well-being of a neighborhood depends upon the willingness of neighbors to cooperate in setting and attaining goals and upon the neighborhood's relation to the rest of the city.

C. A neighborhood has unique characteristics.

*Summary:* A good neighborhood is a system with various parts that are interrelated and in balance with each other; the neighborhood relates properly to the rest of the city.

# ACTIVITIES Teacher's Resource Guide

## SOCIAL SCIENCES

<b>Spatial Orientation</b>	Write compositions: Neighborhood boundaries pp. 25-26/11		
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## LANGUAGE ARTS

<b>Stories and Poems</b>	Poem: <i>Feet and Wheels</i> p. 24/6 Story: <i>New Friends in a New Neighborhood</i> p. 25/8 Poem: <i>How Large the World?</i> p. 26/12		
<b>Creative Writing</b>	Write stories: Favorite neighborhood places p. 24/4		
<b>Creative Dramatics</b>		Skits: Neighborly acts p. 26/1 Sociodrama: Moving p. 26/2	

## ART AND MUSIC

	See A-11: Spatial Orientation Art: Draw pictures of places within walking distance p. 24/2 Art: Make roller movie about the elements of a neighborhood p. 25/10		
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## MISCELLANEOUS

<b>Community Resources</b>	Survey: Neighborly interactions pp. 24-25/7	Survey: Selecting a neighborhood p. 27/4	Field trip: Neighborhood differences p. 27/3
<b>Other</b>	Discussion: Common interests p. 25/9	Discussion: Selecting a neighborhood p. 26/3	Discussion: Neighborhood characteristics p. 27/2 Compile a list: Neighborhood specialists p. 27/4

# INTRODUCTION: People Living Together

## Statement to the Teacher

This introductory chapter sets the stage for the entire course. Consequently, it is quite important that students gain a proper perspective to facilitate their learning in subsequent units. Students should identify a neighborhood as an area that has land, streets, buildings, and people.

Since neighborhoods usually have specific boundaries, you should help your students discover that the boundaries vary from one neighborhood to another. Be sure to stress, however, that there is one idea that should be paramount in all neighborhoods: People and their common interests are the most important elements.

If at all possible, use the neighborhood around the school as a laboratory. Develop a neighborhood map that can be used throughout the year. Encourage your students to use their own experiences as a basis for comparing their neighborhood with others they will study. With such a start you will enhance the chances that they will become excited about how people interact, strive to overcome conflicts, and work together to solve common problems in neighborhood situations.

## Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "People Living Together" . . . . .	<b>A-1</b>
	<b>PB</b> , "What Are Neighborhoods?" . . . . .	<b>A-3</b>
2.	<b>TRG</b> , poem . . . . .	<b>LT-2</b>
	<b>PB</b> , "Directions" . . . . .	<b>A-5</b>
3.	<b>TRG</b> , skits . . . . .	<b>B-1</b>
	<b>TRG</b> , prepare for survey . . . . .	<b>B-4</b>
4.	<b>TRG</b> , record and discuss results of survey . . . . .	<b>B-4</b>

5.	<b>TRG</b> , discussion . . . . .	<b>B-3</b>
	<b>PB</b> , "What Is a Neighborhood?" . . . . .	<b>C-1</b>
6.	<b>TRG</b> , discussion . . . . .	<b>C-2</b>
7.	<b>TRG</b> , map work . . . . .	<b>LT-1</b>

## Vocabulary

buildings	neighborhood
city	office
direction	people
land	rent
laws	street

## Bibliography

### FOR THE TEACHER

Abrahamson, Julia. *Neighborhood Finds Itself*. New York: Biblio & Tannen. Story of how the citizens of an old Chicago neighborhood banded together to save it from becoming a slum.

### FOR THE CHILDREN

Beim, Lorraine, and Jerrold. *Two Is a Team*. New York: Harcourt Brace Jovanovich. The importance of maintaining good human relations is pointed out by the story of Ted, a little Negro boy, and Paul, a little white boy, who finally decide that cooperation and working together is the best way to build a coaster wagon.

Berg, Jean Horton. *The O'Learys and Friends*. Chicago: Follett. Neighborliness is demonstrated in the story of the O'Learys, who move into a new neighborhood hoping to make friends quickly.

Harris, Isobel. *Little Boy Brown*. Philadelphia: Lippincott. This is the story of a little boy who lives in a large city hotel, and how he spends an eye-opening day in the country.



Hoff, Syd. *Who Will Be My Friends?* New York: Harper & Row. Freddy moves to a new neighborhood and worries about making new friends, but when he demonstrates how well he can throw and catch a ball, he finds many new playmates.

✓ Lenski, Lois. *I Went for a Walk*. New York: Walck. Illustrated poems and songs that tell about people and places in the neighborhood: the home, the drugstore, the supermarket, the traffic policeman, and so forth.

McCaw, Mabel N. *My Friend Next Door*. St. Louis: Bethany. About all the real people a young child may have met.

Olds, Helen D. *Miss Hattie and the Monkey*. Chicago: Follett. An organ grinder and his monkey move into the house next door to Miss Hattie, a seamstress, who does not like her new neighbors at first, but soon changes her mind when she gets to know them.

Pitt, Valerie. *Let's Find Out About Neighbors*. New York: Watts. About all the different types of neighbors that one can have.

Raskin, Ellen. *Nothing Ever Happens on My Block*. New York: Atheneum. A good read-aloud book for young children with funny drawings about the things that happen on "my block."

Slobodkin, Louis. *Trick or Treat*. New York: Macmillan. Trick-or-treating on Halloween night takes children to an old house newly occupied by a magician and his wife. The new occupants treat the trick-or-treaters to wonderful surprises and magic tricks. Since the children don't want to leave, their parents bring treats and the neighborhood has a jolly party.

Stolz, Mary. *Bully of Barkham Street*. New York: Harper & Row. Sequel to *Dog on Barkham Street*, where eleven-year-old Martin Hastings is met and remembered to be a bully. This book tells his side of the story and why he became a bully.

Wise, William. *The House with the Red Roof*. New York: Putnam. The story of a little boy who finds his new neighborhood as pleasant as the old one he was unhappy to leave.

Zolotow, Charlotte. *A Tiger Called Thomas*. New York: Lothrop, Lee & Shepard. Thomas thinks no one in his new neighborhood likes him, but he realizes that he had only imagined this and it isn't true at all.

———. *New Friend*. New York: Abelard-Schuman. About a little girl and how she gets over her disappointment of losing a friend.

#### FILMSTRIPS

*My Neighborhood* (series 6). 28 frames, color, \$34 for set, or \$5.75 each. Jam Handy School Service, 1970. All about the different facets of the neighborhood: people moving, change, and so on.

*Neighborhoods Change*. 50 frames, color, with record, \$10.50. Coronet Films, 1967. Deals with the process of change that goes on within most neighborhoods.

*Neighborhoods of Many Kinds*. 49 frames, color, with record, \$10.50. Coronet Films, 1970. Explains how different people live in their neighborhoods. Through the eyes of youngsters who live in these areas, family, social, school, and business life in various neighborhoods is shown.

*Our Community* (series 8). 33 frames, color, \$45. Jam Handy School Service, 1970. Set of eight filmstrips in which there is a comparison of three different communities; the big city, the farm, and the town.

*Our Neighborhood Helpers* (series 6). 27 frames, color, \$34. Jam Handy School Service, 1970. A study of the community and the many people who work to serve it, as seen through the eyes of a youngster.

#### ACTIVITIES

**Major Idea A:** A neighborhood is an area composed of land, buildings, streets, and people, within walking distance of one's home, where people have common interests.

1. **To discover how a neighborhood may be defined**, the students should study pages 10 through 15 in the text. Then lead a class discussion to bring out the following generalizations:

- All neighborhoods are made up of land, streets and buildings, and people.

- A neighborhood area is usually defined as that area within walking distance of one's home.
- Neighbors need to work together if they are to achieve the kind of neighborhood they wish to live in.

*As a result of this activity each student should be able to define his own neighborhood in terms of the preceding criteria.*

2. **To discover that one way of looking at a neighborhood is to think of it as the area within walking distance of one's home,** each student should draw pictures of nearby places to which he walks. (This concept of the neighborhood applies more to cities and towns than to rural areas.) Such places may include friends' homes, stores, parks, the school, and churches. Discuss with the students the fact that people who live within walking distance of their homes are their neighbors, and the area within walking distance is their neighborhood.

*As a result of this activity each student should be able to name someone who is a neighbor of his and explain why this person is considered a neighbor.*

3. **To demonstrate the fact that a neighborhood is the area within walking distance of one's home, consisting of land, buildings, streets, and people,** have the students complete exercise Introduction-B in their Problems Book.

4. **To develop the students' awareness of their own neighborhoods,** have each student write a story entitled "My Favorite Place in My Neighborhood." Suggest a number of different places that the students might choose to write about. For example, the place may be a park, a store, a friend's home, or just an area of the sidewalk in front of their house. In their stories the students should tell where the place is, what it looks like, what they do there, and why they like it best. They could then read and discuss their stories in small groups.

*As a result of this activity the students should be able to conclude that a neighborhood fulfills a variety of functions and has features that appeal to many different interests.*

5. **To demonstrate the fact that the use of cardinal directions—north, south, east, and west—makes it easier to locate specific places in the neighborhood,** have the students complete exercise Introduction-A in their Problems Book.

6. **To demonstrate that walking in a neighborhood increases the opportunities for personal contact, which is important in developing neighborly feelings,** read the poem "Feet and Wheels" (pages 27 through 28). Afterward the students can act out how people have more chances to develop neighborly feelings when they walk. One group of students can pretend that they are riding in cars. When they pass other people they can honk or wave their hands and continue on. A second group can pretend to be walking around in the neighborhood (going to the store, the park, others' homes, and so on). When they meet other people, they should stop and talk.

*As a result of this activity the students should be able to state in their own words how the interaction of people walking in a neighborhood creates a feeling of neighborliness.*

7. **To discover that the way people behave toward each other helps determine whether the neighborhood is a pleasant one,** the students can conduct a survey. Explain the following questionnaire to your students and have them take a copy of it to their parents.

Dear Parents,

This year our class will be studying about different kinds of neighborhoods, starting with our own. We would appreciate your providing some information about your neighborhood by completing the following questionnaire:

- How many people on your block do you know well enough to talk to? \_\_\_\_\_
- Do you occasionally borrow things from your neighbors? \_\_\_\_\_ Do you lend them things? \_\_\_\_\_
- Do you ever visit any of the people who live on your block? \_\_\_\_\_ Do any of the people who live on your block visit you? \_\_\_\_\_

- Do you exchange favors (babysitting, caring for plants or pets during an absence, helping with home repairs, making purchases, and so on) with any of the people who live on the block? \_\_\_\_\_
- Do you do things or go out with any of the people who live on your block? \_\_\_\_\_

Thank you very much for your help.

*As a result of this survey the students should be able to prepare reports on their findings and draw pictures of their families engaged in various activities covered in the survey.*

- 8. To show that when people exhibit neighborliness they can find common interests and ways to solve neighborhood problems,** read to the class the story "New Friends in a New Neighborhood" (pages 28 through 29). Discuss these questions:

- Can you describe Vincent's neighborhood? Was Vincent happy there?
- How did Mrs. Reeves help Vincent and Charlie find a common interest?
- How did this common interest help their neighborhood? Then discuss with the students the fact that their neighborhood may differ from the one described but may also have problems.

*As a result of this activity the students should be able to identify at least one problem in their neighborhood that they can try to solve through common effort.*

- 9. To develop an awareness of how important it is that people in the same neighborhood discover that they care about the same things (have common interests),** ask five students to pretend they are from the same neighborhood and to discuss the question: What are we interested in within the neighborhood? They should bring out the fact that as neighbors they are interested in such things as keeping the neighborhood clean, having nice play areas, keeping buildings repaired, maintaining safe streets and good schools, and getting along with their neighbors. Discuss these issues with the class. Then have the

committee of five students present the results of their discussion to the class. Next, prepare the class for a report by the committee on their conclusions. After the report has been presented, elicit questions and opinions regarding other neighborhood interests of the students.

*As a result of this activity the students should be able to classify their interests under major headings and choose a field of interest they would like to work in to make their neighborhood a better place in which to live.*

- 10. To discover the elements that make up a neighborhood,** the students can construct a movie about the neighborhood. The students can draw pictures of people who live there; children playing together; different kinds of houses; parks; the school; stores; a fire truck or police car; and other things that they feel are important to the neighborhood. Choose pictures for the movie that give the best composite picture of the neighborhood; use at least some of each student's pictures, so that all the students will have a feeling of participation. Paste the selected pictures on a long strip of wrapping paper or similar material. Attach one end of the picture sequence to a dowel roller or broom handle and the other end to a second roller. Then cut holes near the top and bottom front corners of a large cardboard box. Insert the rollers in the holes and wind the paper from one roller to the other, displaying the pictures in sequence. The movie can be named "A Neighborhood Is Made Up of Land, Streets, Buildings, and People" or any other appropriate name the students choose.

*As a result of this activity the students should be able to create a narrative describing the picture sequence to be read as it is being shown.*

- 11. To bring out the fact that rules and regulations sometimes determine the boundaries of a neighborhood,** ask the students if there are any streets or roads that they have been forbidden to cross. Have them write compositions about such streets and the reasons they have been forbidden to cross them. Ask the



students to tell the class how far they are allowed to walk from their homes, how far their younger brothers and sisters are allowed to walk, and how far their older brothers and sisters may go. Sketch a house (which for a very small child may be the whole neighborhood) on the blackboard and draw concentric circles around it to show how the area of a child's neighborhood increases with age and ability. Point out that just as parents make rules for their children that determine the boundaries of their neighborhood, so do cities and towns make rules that set boundaries for special kinds of neighborhoods. For example, in many cities the school district forms a neighborhood. Children going to the same school get to know each other better than they do children who go to another school.

*As a result of this activity each student should be able to describe the boundaries of his own neighborhood.*

12. **To discover that one's horizons expand as one matures**, read to the students the poem "How Large the World?" (pages 29 through 30). Relate the poem to experiences the students have had in their neighborhood by asking such questions as:

- When you were two years old, how far could you go from your home by yourself?
- How did this change as you grew older? when you could ride a tricycle?
- How will your world change when you become ten years old? fifteen? twenty?
- Will your ideas about your neighborhood change?

*As a result of this activity the students should be able to create a series of illustrations that show how the scope of one's neighborhood changes as one gets older.*

**Major Idea B:** The well-being of a neighborhood depends upon the willingness of neighbors to cooperate in setting and attaining goals and upon the neighborhood's relation to the rest of the city.

1. **To develop the concept of neighborliness**, the students can tell or write of a neighborly act they have performed. Small

groups can put on skits about being neighborly, acting out the role of good and bad neighbors in different situations.

*As a result of this activity the students should be able to give several examples of neighborly acts.*

2. **To discover why people move and how good neighbors act**, the students should act out the following sociodrama:

Five students should represent a family that has just moved from one neighborhood to another. In conversation with each other, they reveal why they moved. (The reasons could include a better job, increased income, greater convenience, better schools.) The family begins, however, to miss the old neighborhood. Just as they are talking about some of their old friends whom they will not be seeing so often now, the doorbell rings. A student, taking the part of a new neighbor, enters, introduces herself, and welcomes the family. As a token of welcome she gives them a cake. After she leaves, other neighbors come; each offers to help or try to make the family feel welcome. After they all leave, the family members discuss how much better they feel about living in their new neighborhood now that they realize their neighbors are so friendly.

*As a result of this activity the students should be able to name some ways in which neighbors can make a family that has just moved to the neighborhood feel welcome.*

3. **To point out some of the factors that affect people's selection of a neighborhood**, discuss some of them, such as size of family income; distance from work, school, and shopping areas; and availability of housing. If students bring up the fact that race, creed, or national origin may restrict a person's choice of a neighborhood, deal with these factors along with the others, pointing out that such restrictions are based on prejudice and are not in keeping with the ideals of our country. You can also note that important efforts are being made through law to bring such restrictions into line with our ideals. *As a result of this activity the students should be able to list factors that could limit their own choices when they grow up.*

4. **To discover why people have chosen to live in their neighborhoods**, the students can conduct a survey. With your help, each student should prepare a letter to his parents such as the following:

Dear Parents,

Will you please tell our class three reasons why you chose to live in our present neighborhood? Please check the three most important reasons on the following list:

good schools	—	convenience to work	—
good stores	—	good transportation	—
good housing	—	housing we can afford	—
cleanliness	—	friendly neighbors	—
yards or gardens	—	parks and recreation	—
other (specify)	—	areas	—

Thank you.

*After the letters are collected, the students should be able to tabulate the results and develop a general conclusion regarding why people have chosen to live in their neighborhoods.*

**Major Idea C:** A neighborhood has unique characteristics.

1. **To demonstrate the fact that a neighborhood has unique characteristics**, have the students complete exercise Introduction-C in their Problems Book.
2. **To discover the characteristics of their own neighborhoods**, the students can discuss the land, streets, buildings, and people of their neighborhoods, using the following questions as a guide:
  - Is your neighborhood flat or hilly, rocky or smooth? ✓
  - Are the buildings new or old?
  - Are the streets narrow or wide, smooth or bumpy, straight or winding?
  - Are there trees, lawns, and shrubs?
  - What kinds of jobs do the people have?
  - Are most of the families large or small?
  - Do the people get along together?
  - Are there special problems?

*As a result of this activity the students should be able to draw a pictorial response to one of the preceding questions.*

3. **To become aware of neighborhood differences**, the students can take a short field trip to observe the neighborhood around the school and another one nearby. After the field trip have a class discussion, bringing out that neighborhoods can differ in a number of ways:

- The land may be different (hilly or flat, wet or dry).
- The land may be used in various ways (for single-family houses, apartment buildings, stores or factories, parks or highways, and so on).
- The people may be different (have different incomes, come from different ethnic groups, have different customs or religion, and so on).

*As a result of this activity the students should be able to draw pictures illustrating the differences they have discussed.*

4. **To discover that many specialists contribute to the development of the personality of their neighborhoods**, the students should compile a list including people such as architects, managers of different kinds of establishments, construction engineers, public health nurses, teachers, utility workers, and others.

*As a result of compiling the list the students should be able to construct a mural entitled "Many Specialists Help Give Our Neighborhood Its Personality."*

## STORIES AND POEMS

### FEET AND WHEELS

by Leon Trachtman

Feet stroll.

Wheels roll.

Walkers, using soles and heels,

Are passed by speedy folk on wheels.

But  
Plain old feet  
Let people meet,  
Let them visit, let them talk,  
As they stand and as they walk.

Rolling wheels upon a car  
Take people fast, take people far.  
But as they're rolling here and there,  
People mostly sit and stare.

Walking feet make paths, and where paths cross,  
People stop to chat about the weather,  
Chat about their children, pets, and boss . . .  
Crossing paths bring people close together.

Rolling wheels need highways smooth and wide  
So cars can keep on speeding once they start,  
And all the rushing people sit inside  
As closed-up autos hold them far apart.

Feet are useful; so are wheels.  
Both used well make life complete.  
Just don't let wheels make you forget  
The uses of your precious feet.

## **NEW FRIENDS IN A NEW NEIGHBORHOOD**

*by Mary Medearis*

Eight-year-old Vincent sat glumly on the front steps of his new home. He watched several boys and girls playing on the sidewalk across the street. But nobody paid any attention to him.

Vincent wasn't sure yet whether he liked his new neighborhood. He was too shy to make new friends easily, but he didn't know what to do with himself. He had already helped his mother unpack all the boxes and put things away in closets and cupboards.

Along with his mother and younger brothers and sisters, Vincent had moved into the house on Price Street just a week ago. He remembered how much fun he had with his friends when he lived on Beach Street, over on the other side of town.

Vincent looked up and down the street of old brick houses. All the houses were built right up against each other. There were no yards to play in.

Since nobody on the street came to ask Vincent to play, he decided to go look for empty soft-drink bottles in the alley. If he found any returnable ones, he could take them to the grocery store and get money for them. Then he would have some pennies to put in the gum machine. His mother never gave him money for candy and gum.

"Vincent, I told you I can barely make our money stretch far enough to buy us all the food we need," his mother would always say.

Vincent walked carefully along the alley. He didn't want to step on any broken glass. The alley was littered with broken bottles and other trash. It was fenced in on both sides.

In one pile of trash Vincent found a broken screwdriver and put it in his pocket. So far, though, he saw no bottles except broken ones. Suddenly Vincent realized he had come to the part of the alley in back of Charlie Clinton's house. He had a fight with Charlie yesterday and his mother told him to stay away from that bully.

On the other side of the alley from Charlie's house was a high white picket fence. Vincent looked through it into the yard. He wished he had a yard like that to play in. There was lots of green grass. There was a garage with flowers planted alongside it. Then Vincent noticed two cardboard cartons of empty soft-drink bottles on the driveway by the garage. Probably the person who lived there planned to give them to the garbage man.

Vincent decided it would be all right to take the bottles. With his broken screwdriver, he loosened two of the boards in the fence, then pulled them out and squeezed through the opening.

Just as he started to stand up, Vincent saw a woman coming out of the house. She was heading straight for Vincent! Then he heard

Charlie yelling at him from the fence. "Come on out of that yard! You come on out, Vincent!"

Vincent was scared. His heart was beating faster and faster. The woman was walking toward him, and Charlie was standing by the opening in the fence. There was nowhere to run!

"Vincent was trying to steal your bottles," Charlie said.

But the woman was smiling and holding her hand out. "Introduce me to your friend, Charlie."

Charlie muttered, "That's Vincent."

The woman shook Vincent's hand. "My name is Mrs. Reeves. Are you boys looking for bottles this morning?" Before they could answer, she said, "I was just about to get a box out of the garage and pick up the trash behind my fence. If you boys have time to help, I'll give you each a carton of empty bottles."

Vincent didn't know what to say. "O.K., Mrs. Reeves," said Charlie. "Come on, Vincent."

They helped Mrs. Reeves get the big box. "Can we take two more boxes and pick up the trash by my fence? And Vincent's fence?" asked Charlie.

"Of course," Mrs. Reeves said. Then she handed Vincent a hammer. "When you go out through that opening you made in the fence, Vincent, you can hammer the boards back again. "She was smiling. "And the next time you come visiting, you can ring the front doorbell. That's what my other friends do."

Vincent took the hammer and smiled back at Mrs. Reeves. "Hey, Charlie, wait for me," he called.

Maybe this was going to be a nice place to live after all, he thought. He had found two new friends already.

## HOW LARGE THE WORLD?

by *Leon Trachtman*

How large is baby's world?  
Large as his little crib  
Where he lies sleeping, curled  
Around his furry teddy bear?

Large as his room,  
Its window curtain blowing  
In a soft summer breeze,  
Its gentle night light showing  
After mother kisses him good-night  
And gives his little hand a tender squeeze?

How large is baby's world?  
Large as his yard in spring,  
With lilacs blooming near the kitchen door  
And cardinals that sing  
From perches high in the old sycamore?  
How large is baby's world?

And how large is the world  
Of the curious four-year-old?  
When he feels brave and bold  
He rides his trike around the block,  
Or follows where his bouncing ball has rolled  
Down to the corner where the park begins.

But if he falls and scrapes his shins,  
With salty tears trickling down his cheek  
He runs back home so he can hear his mother speak  
Soft words of love. Then, while they wait  
For the hurt to stop,  
She brings him a tall glass of milk  
And two sweet chocolate brownies on a plate.

How large is the world  
Of the curious four-year-old?

The ten-year old  
Lives in a larger world.



He rides his bike the eight long blocks to school  
Even on windy or on snowy days.  
And under summer skies he plays  
In parks and playgrounds far from home.

With friends he loves to roam  
In the little woodland near the edge of town  
And look for toadstools next to mossy logs,  
Find sow bugs under rocks, see baby frogs  
Beside the little pool,  
See little forest spiders spinning webs,  
And walk in grass with morning dewdrops pearled.

The ten-year-old  
Lives in a larger world.

At eighteen years a boy  
Is almost grown into a man.

He graduates from school and looks  
For work, or else goes on to college  
And begins to read  
In heavier and harder books.

To go to college or to work, he may decide  
To leave his parents' home,  
And all alone may ride  
The countryside on buses or in trains,  
Or he may even fly  
In silver planes  
High above earth in the bright blue sky.

But he's not yet a man  
And so, however far he's had to roam,  
As often as he can  
He gladly turns his steps toward home.

Soon the young man may marry.  
Then he and his young wife will be free  
To wander and to see  
All the wide world,  
To talk to people in some distant land  
Or, if they choose,  
To settle in some place near at hand.

And then, as time goes on, a baby may be born  
And lie sleeping in his small crib, curled  
Around his teddy bear.  
And once more we will ask for him,  
How large is baby's world?

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## UNIT ONE: WHAT IS A NEIGHBORHOOD?

### Structure of the Unit

Unit One introduces your students to four major types of neighborhoods. By studying them, the students will discover the factors that are common to all neighborhoods. They will also discover the differences, both subtle and obvious, that serve to define different neighborhoods.

The study of neighborhoods is particularly timely at this point in history. People are becoming increasingly concerned with the welfare of the neighborhood in which they live. This interest is an outgrowth of the growing severity and complexity of neighborhood problems. Neighborhoods have always been a central feature of American life. As such, they have always faced problems. Some of these problems have been constructively dealt with by the neighborhoods and by society at large on a daily basis. Others were largely ignored except by the people directly affected. These are the problems which of late have led to crisis situations in many neighborhoods.

Symptoms of the growing problems include neighborhood riots, the increasing crime rate, and the often-bitter exchanges dealing with the integration of neighborhoods and schools. At the same time, hopeful signs are emerging as a result of increased awareness and concern over neighborhood problems. Minority groups are joining together, forming powerful community organizations with the goal of improving the intolerable situations in which so many have lived for so long. People throughout the country are becoming aware of the need to work together to protect neighborhood interests and solve neighborhood problems.

The human relationships in a neighborhood reflect the extent to which the people have recognized their common interests. There is no healthy neighborhood without the cooperation of the people who live there.

To understand the concept of a neighborhood, your students should learn the topography, the buildings and their uses, the

people, problems, and political leadership of the neighborhood. To facilitate this study, you should make a list of all the resource persons who could help to explain the economy, politics, and culture of the various neighborhoods that will be covered in this unit.

### Unit Activity

**To introduce Unit One**, have the students study the collage on pages 18 and 19 in the text. Discuss the different neighborhoods depicted and ask the students to identify several things that are present in all of them (land, streets and buildings, people). Then discuss the differences that exist between the neighborhoods.

*As the students study this unit they should be able to refer to the portion of the collage that depicts a scene related to the chapter they are studying.*

### Evaluating the Unit

**To evaluate the students' understanding of Unit One**, have them turn to pages 50 and 51 in the text.

*As a result of the activities that were covered throughout this unit, the students should be able to analyze the illustrations to reach the conclusions given in the text.*

### Long-Term Activities

- 1. To increase space-orientation skills and to relate these skills to the world around them**, the students can prepare a neighborhood map. Make sure it is constructed so that it can be used throughout the year. The following instructions should help in initiating this yearlong project.

Point out that maps are useful tools. Show the class a picture of a house and its floor-plan map. Discuss the features on the map that the picture does not show (distance can be measured; flow patterns and the interrelationship of rooms are shown). Then introduce different kinds of maps and discuss how each can help us in ways that pictures cannot. Include maps of the world, the country, and the city or county where the school is located, and some special-use maps such as those of highways and airlines. Introduce the importance of understanding cardinal directions. (See Problems Book exercise Introduction-A for an introduction to cardinal directions.)

Use the map of the country to help the students find their own community in relation to the larger world. Help them locate their state or province and to approximate the location of their city or county. Introduce the city or county map and locate the elementary school district. Circle the school district with a marking pencil. Then discuss the following questions with the class:

- Is the school located in the northern, southern, eastern, or western part of the city or county?
- On which streets are homes of students located?
- In what directions from the school are various streets located?
- In what directions do various streets run?

To relate this discussion to reality, take the class for a walk along a number of blocks in their school neighborhood. Have them note as many of the following as possible:

- Street names and the directions in which the streets run.
- Streets that are sites of students' homes.
- Directions of students' homes in relation to the school.

After the students have developed a general understanding

of the relation between the school, the streets, and their homes, convert the classroom into a model of the school neighborhood. Use your desk as the school. Have the students arrange their desks and tables so that the aisles represent streets. Be sure that the directions of the streets are correct, so that the students can relate the model to their real neighborhood. After they have named the streets correctly, those students who live within the school neighborhood should move to the desks that represent the blocks in which they live.

Finally, place a large sheet of paper on a table. Tell the students that it will become a three-dimensional neighborhood map that they will use throughout the year. Explain that the paper represents all the land in the neighborhood. Place a model of the school near the center. Then help the students draw in the streets as close to correct scale as possible. Have each student construct a small model of his house to place in the proper location.

*As the year progresses the students should be able to place other buildings on the map and identify different kinds of land uses as they become relevant. These could include stores, offices, different kinds of housing, government buildings, parks, churches, and so on.*

2. **To develop a deeper understanding of neighborliness**, have the students learn "Friendly Neighbors," on pages 16 and 17 in the text. (The music is on guide pages 274 and 275.) This should become the theme song for the year.

*As they conclude each chapter in which the song is applicable, the students should be able to relate the meaning of the lyrics to the ideas presented in the chapter and evaluate the neighborhoods presented in the chapter in terms of their potential for neighborliness.*



# CHAPTER 1: Urban Neighborhoods

## COMPONENTS

### Student Text

Picture Spread pp. 20-21	<i>Urban Neighborhoods</i> pp. 37-38/1
Case Study pp. 22-25	<i>I Used to Live Here</i> p. 39/1
Episode pp. 26-27	<i>So Much to See and Hear and Do</i> pp. 39-40/2

### Recording

<i>Noises in the Neighborhood</i> p. 38/3
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### Problems Book

<i>Different Urban Neighborhoods</i> p. 10	p. 38/2
<i>Urban Neighborhoods Change</i> p. 11	pp. 38-39/8
<i>Why Do We Live in Urban Neighborhoods?</i> p. 12	pp. 40/1

## MAJOR IDEAS

A. Big cities have many types of neighborhoods that differ in such ways as the kinds of people who live in them and the location, condition, and stability of the particular neighborhood (whether it is disintegrating, remaining stable, or developing).

B. Rapid changes in urban neighborhoods and the unequal distribution of resources and political power between neighborhoods create problems.

C. Nearness to the activities of the city affects the price of land, the number of residents, and the kinds of buildings in urban neighborhoods.

*Summary:* Urban neighborhoods vary greatly, depending upon their distance from the city and the income, beliefs, and background of the people who live in them. Problems arise when neighborhoods change too rapidly or do not have a fair share of resources or political power.

# ACTIVITIES Teacher's Resource Guide

## SOCIAL SCIENCES

<b>Spatial Orientation</b>	See <b>A-9:</b> Stories and Poems		See <b>C-3:</b> Art and Music
<b>Time Orientation</b>		See <b>B-1:</b> <i>Student Text</i>	
<b>System Orientation</b>	See <b>A-6:</b> Art and Music		
<b>Research Orientation</b>		See <b>B-3:</b> Community Resources	

## LANGUAGE ARTS

<b>Stories and Poems</b>	Poem: <i>City Child</i> p. 38/4 Story: <i>"I Have Two Homes Now"</i> p. 39/9 Story: <i>Adam and Eddie</i> p. 39/10 Description and story: <i>The Chinatown Neighborhood</i> and <i>Kwan Ti</i> p. 39/11		
<b>Creative Dramatics</b>	Skits: Neighborhood issues p. 38/5		

## ART AND MUSIC

	Art: Make chart showing modes of transportation p. 38/6		Art: Make model of urban neighborhood p. 41/3
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## MISCELLANEOUS

<b>Community Resources</b>	Committee investigation: Neighborhoods Change p. 38/7	Survey: News reports of organizing p. 40/3 Speaker: Civic organization p. 40/4	
<b>Other</b>			Game: Determining price of land pp. 40-41/2

## CHAPTER 1: Urban Neighborhoods

### Statement to the Teacher

After studying this chapter your students should have an understanding and appreciation of urban life. They should learn that—

- Urban neighborhoods often reflect cultural conflicts.
- Urban neighborhoods frequently present a sharp contrast between wealth and poverty.
- Some urban neighborhoods are changing quickly because of the move of the more well-to-do families to the suburbs.
- People and businesses that leave urban life create serious problems for the city.

Your students should visit as many economically, culturally, and politically different urban neighborhoods as possible. The visits will motivate them to discover the contrasts and social problems that exist within the big city. (In areas where such trips are not possible, pictures of diverse urban neighborhoods should be shown and discussed.)

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , “Urban Neighborhoods”	<b>A-1</b>
	<b>Recording</b> , “Noises in the Neighborhood”	<b>A-3</b>
2.	<b>PB</b> , “Different Urban Neighborhoods”	<b>A-2</b>
3.	<b>PB</b> , “Urban Neighborhoods Change”	<b>A-8</b>
4.	<b>TRG</b> , story	<b>A-9</b>
5.	<b>Text</b> , “I Used to Live Here”	<b>B-1</b>
6.	<b>Text</b> , “So Much to See and Hear and Do”	<b>B-2</b>
7.	<b>TRG</b> , survey	<b>B-3</b>
8.	<b>PB</b> , “What Do We Find in Urban Neighborhoods?”	<b>C-1</b>
	<b>TRG</b> , game	<b>C-2</b>

### Vocabulary

airport	price
apartment	problems
auction	railroad
bus	store
change	subway
differences	transportation
German	truck

### Bibliography

#### FOR THE TEACHER

Banfield, Edward C. *Unheavenly City: The Nature and the Future of Our Urban Crisis*. Boston: Little, Brown. “Directly challenges the view that today’s cities are on the decline . . . and contends that conditions in America have improved. . . . It is concerned with the urban problem in all its aspects. . . .”

Vogel, Ray. *Other City*. New York: David White. Through the use of their own photographs and in their own words, four teen-age boys explore “the city close to them, a city of rundown buildings, vacant lots choked with debris, garbage-strewn sidewalks, ancient schools and general poverty.”

#### FOR THE CHILDREN

Adelman, Bob, and Hall, Susan. *On and Off the Street*. New York: Viking. The streets of New York are the playground of Vincent, a little black boy, and Danny, a little white boy.

Bacmeister, Rhoda. *People Downstairs and Other City Stories*. New York: Coward, McCann & Geoghegan. Eighteen different stories designed for and about the city child; whether white or Negro, Catholic or Jew, Puerto Rican or Italian.

Beim, Lorraine. *Carol’s Side of the Street*. New York: Harcourt Brace Jovanovich. A Jewish girl in her new neighborhood.

- Brenner, Barbara. *Barto Takes the Subway*. New York: Knopf. Story and photographs of a Puerto Rican boy's first ride on the New York subway.
- Child Study Association of America. *Round About the City*. New York: Thomas Y. Crowell. Stories about the many different facets of city living for children of all backgrounds.
- Dawson, Rosemary, and Dawson, Richard. *A Walk in the City*. New York: Viking. A small boy goes for a walk with his mother in New York City and all the different things he sees are described in rhyme and brightly colored pictures.
- Denzer, Ann Wiseman. *Tony's Flower*. New York: Vanguard. Tony, a lonely little boy, makes friends with the other children in the Italian neighborhood of New York City where he lives.
- Grifalconi, Ann. *City Rhythms*. Indianapolis: Bobbs-Merrill. The rhythms of the city are repeated on the homemade musical instrument of a small Negro boy.
- Hopkins, Lee B. *The City Spreads Its Wings*. New York: Watts. A book of short poems about the city from morning to night. Included are poems by Langston Hughes and Carl Sandburg.
- Lenski, Lois. *We Live in the City*. Philadelphia: Lippincott. This book contains three stories which point out the variety of nationality and income groups living in New York City.
- Mann, Peggy. *The Street of the Flower Boxes*. New York: Coward, McCann & Geoghegan. "Lively multiethnic story about some enterprising city children who sell window boxes as their contribution to urban renewal."
- Paull, Grace. *Come to the City*. Eau Claire, Wis.: Hale. A good view of the crowdedness and tempo of a large city is shown through tall, expensive buildings, people visiting from all over the world, and the many places for recreation—libraries, museums, zoos, playgrounds, amusement parks, aquariums, and the like.
- Politi, Leo. *Moy Moy*. New York: Scribner. Colorful illustrations of a Chinese neighborhood, with emphasis on the feeling of inner security the neighborhood provides its inhabitants.
- . *Pedro, the Angel of Olvera Street*. New York: Scribner. Pictures and text showing Olvera Street in the Mexican neigh-

borhood of Los Angeles, and how it differs from other neighborhoods.

Ray, Bert. *We Live in the City*. Chicago: Childrens Press. A story about two children, their neighborhood, and their trips to other neighborhoods in Chicago.

Schick, Eleanor. *City in Summer*. New York: Macmillan. "A city boy who yearns for cool winds and open spaces, escapes the heat and squalor of his neighborhood for a day."

#### FILM

*The City*. 11 min., b&w \$70, color \$135. Encyclopaedia Britannica Films. Illustrates the characteristic features of a complex, modern city. A teacher's guide is included.

#### FILMSTRIPS

*Discovering the Inner City* (series 6). Color, \$47.50. Eye Gate House. Set of six filmstrips and three cassettes dealing with life in the inner city, work and play.

*Neighborhoods We See in the City*. 41 frames, color, \$7.50. Hudson Photographic Industries. Photographs of city scenes which present the idea that a city is made up of many different kinds of neighborhoods where people work and play.

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### ACTIVITIES

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**Major Idea A:** Big cities have many different types of neighborhoods that differ in such ways as the kinds of people who live in them and the location, condition, and stability of the particular neighborhood (whether it is disintegrating, remaining stable, or developing).

- To discover that cities contain many different kinds of neighborhoods,** the students can study the picture spread "Urban Neighborhoods," on pages 20 and 21 in the text. Use the following questions as guides for discussion:



- What do all these neighborhoods have in common? (*They all have land, streets, buildings, and people.*)
- What differences are there in the way the land is used?
- How do the streets and buildings differ?
- How do the people differ?

*As a result of this discussion the students should be able to list some of the ways that city neighborhoods are alike and some of the ways they differ.*

- 2. To demonstrate that there are many different types of urban neighborhoods and that they differ in use of land, kinds of people, quality of buildings, and pattern of growth,** have the students complete exercise 1-B in their Problems Book.
- 3. To sense the sounds and the feelings of neighborliness that exist in many big-city neighborhoods,** the students can listen to the recorded story for Chapter 1.
- 4. To suggest the closed-in quality of some neighborhoods,** read the poem "City Child" (page 41) to the class. Afterward the class should discuss the characteristics of the city and the country as described in the poem. They can be listed in two columns, labeled "City" and "Country," on a large chart.  
*As a result of this activity some students should be able to draw or paint pictures showing characteristics of the city while the other students draw pictures showing characteristics of the country. The pictures can be assembled in an exhibit labeled "Children Live (1) in the Country (2) in the City."*
- 5. To become further aware of the different kinds of neighborhoods in big cities,** the students can form small groups to perform skits related to specific neighborhood issues. Each group should first decide the characteristics of its neighborhood in terms of land, streets and buildings, and people. Then it should decide on a relevant issue for its skit. Skits could relate to such issues as the following:
  - Heavy traffic makes it difficult for children to play.

- Neighbors are upset about the run-down condition of one neighbor's home.
- The bus company has stopped service on a nearby bus route, so neighborhood workers have a difficult time getting to work.
- A minority-race family has problems when neighbors protest the family's move into the neighborhood.

Make sure the groups select a cross section of neighborhoods and issues. After each skit has been presented, the students should discuss what can be done to resolve the conflict.

*As a result of this activity the students should be able to list several problems that can confront people who live in urban neighborhoods.*

- 6. To discover the varieties of transportation in urban neighborhoods,** students who live in urban neighborhoods can compile a chart headed "How Our Parents Get to Work Every Day." A picture of a bus, a pair of shoes, an automobile, a subway or a suburban train, and so on, can represent each parent's mode of transportation.  
*As a result of this activity the students should be able to list the kinds of transportation available to them in their neighborhoods.*
- 7. To illustrate the fact that urban neighborhoods are constantly changing in terms of their inhabitants,** select several students who live in an urban neighborhood to form a committee and go to the principal, registrar, or secretary to ask how many new second-graders have come to the school this year and how many prospective second-graders moved away. Have the committee report its findings to the class.  
*Using these two figures, the students should be able to prepare an illustrated chart labeled "Many Families Move into or out of Urban Neighborhoods."*
- 8. To demonstrate that urban neighborhoods change because of the mobility of the people, changes in family size or income,**

**government programs, and condition (disintegrating, stable, or developing),** have the students complete exercise 1-C in their Problems Book.

9. **To illustrate some of the feelings that immigrants who move to urban neighborhoods from much different environments have,** read the story “I Have Two Homes Now” (pages 41 through 42) to the class. Discuss the following questions:

- Why did Carlos’s family move to New York?
- How did Carlos find New York different from Puerto Real? What did he find that was similar to Puerto Real?
- Why did Carlos think he now had two homes?

*As a result of this activity the students should be able to create a large two-part display entitled “Carlos’s Two Homes,” one illustrating Carlos’s life in Puerto Real and the other his life in New York.*

10. **To illustrate the hardships that many immigrants faced when they moved to big cities,** read the story “Adam and Eddie” (pages 42 through 44) to the class. Then ask the students such questions as the following:

- Why did the Lucases live in such a small apartment when they first came to New York?
- Do you think their life was easy?
- What was the Neighborhood House?
- Why did Adam and Eddie have more opportunities than their parents had?

Afterward discuss the reasons why immigrants’ children have usually had more opportunities than their parents had.

*As a result of the discussion the students should be able to prepare a pictorial sequence illustrating the story.*

11. **To illustrate the fact that people of the same ethnic background often live close to each other in urban neighborhoods,** read to the class the description of “The Chinatown Neighborhood” on page 44. Point out that while part of the reason that the Chinese lived close to each other was in order to be near

neighbors who spoke the same language and practiced the same customs, it was also true that the Chinese, like many other ethnic groups, had a limited choice of where they could live. They were not accepted in many neighborhoods. Read to the class the story “Kwan Ti” (pages 44 through 45). Then use the following questions as guides for discussion:

- What are some of the common interests of the people who live in Kwan Ti’s neighborhood?
- Which of these might be of common interest to the people in your neighborhood? Which might not be?
- In what ways do other neighborhoods collect money for worthwhile purposes?

*As a result of this activity the students should be able to create a display illustrating how the dragon collected money for worthwhile causes.*

**Major Idea B:** Rapid changes in urban neighborhoods and the unequal distribution of resources and political power between neighborhoods create problems.

1. **To discover that great changes can take place in urban neighborhoods,** the students can read the case study “I Used to Live Here,” on pages 22 through 25 in the text. Discuss with them the fact that changes in the use of the land occurred, when old buildings were torn down and new ones were built in their place. Then discuss the following questions:

- Were there changes in the buildings?
- Why did the German people move away?

Ask the students to interpret the last two sentences in the case study: “I guess that is what happens in a city. Things are always changing.”

*As a result the students should be able to evaluate the changes that occurred in Yorkville by listing them in two columns headed “Good Changes” and “Bad Changes.”*

2. **To discover that people in some urban neighborhoods face many problems,** the students can read the episode “So Much

to See and Hear and Do,” on pages 26 and 27 in the text. Then discuss the episode, asking the students to identify some of the problems of urban living. Ask them also to identify some of the good aspects of urban living brought out in the episode. *Each student should be able to compare the neighborhood in the episode with his own, pointing out the similarities and differences in the two neighborhoods.*

3. **To become aware of the fact that many members of poor and ethnic urban neighborhoods are becoming organized in order to deal with their problems,** the students should survey copies of urban newspapers for headlines relating to such issues. Even though most students cannot read the stories themselves, they can infer a great deal from headlines. You can read particularly relevant stories to the class.

*As a result the students should be able to create a bulletin-board display from the headline entitled “People Work Together to Solve Their Neighborhood Problems.”*

4. **As a follow-up to the preceding activity,** students who live in the city can invite a leader of a civic organization concerned with neighborhood problems to speak to the class. Such organizations include the NAACP, Urban League, PTA, and precinct political parties. Prepare the class so that students can ask questions such as the following:
  - How does your organization help our neighborhood?
  - How do you get people interested in working with your organization?
  - How do you raise money to carry on your work?
  - Can we do anything to be of help?

**Major Idea C:** Nearness to the activities of the city affects the price of land, the number of residents, and the kinds of buildings in urban neighborhoods.

1. **To demonstrate that urban neighborhoods vary greatly and that their variation depends on their distance from the center**

**of the city, on the age of their buildings, and on the background, beliefs, and income of its inhabitants,** have the students complete exercise 1-A in their Problems Book.

2. **To discover how the number of buyers for city lots and the number of lots offered for sale affect the prices,** the students can play this game:

Four desks at the front of the room represent four lots in a city block. Tell the class to pretend that three of the four lots, which are in a good location, already have tall apartment houses on them. The fourth lot is vacant and, according to the law, only one building can be built on it. The desk representing this lot displays a sign, LOT FOR SALE. One student pretends to be the owner of the lot and puts a price of \$20,000 on his empty lot. Another student represents the only buyer. He offers the owner \$15,000 for the lot. Since there are no other buyers, the owner must decide whether to keep the lot or sell it for \$15,000. You should help the students discover that the fewer buyers there are for a lot, the lower the price will be.

Then ask, “Don’t you think that many people would like to buy this lot?” Lead the students to conclude that in reality there would probably be many buyers for the lot, since it is in a good location and it is the only vacant lot left. Then select ten students to represent buyers.

The maximum amount each buyer can pay should be written on a slip of paper, and the slips handed to the ten students representing buyers. The first slip says \$20,000, the second \$21,000, and so on through \$29,000. Explain to the buyers that they are to bid their amounts in sequence. Since there are ten prospective buyers, the owner of the lot holds an auction. He begins the auction by asking “Who is willing to pay \$20,000 for this lot?” The owner points to a buyer who raises his hand. Then the owner calls out “\$20,000 once, \$20,000 twice, \$20,000. . . .” Before he can say “three times,” another student offers \$21,000. Again the owner calls out, “\$21,000 once, \$21,000. . . .” Another then offers

\$22,000. The auction continues until no one offers a higher price. The land then goes to the highest bidder. The student who purchases the lot can take possession by putting a SOLD sign on the desk.

To help the students discover how the number of lots offered for sale affects the price, the game can be repeated with the following changes:

*Situation 1.* One lot is for sale, and there is one eager buyer. He will have little choice but to buy the piece of land for the price asked.

*Situation 2.* There are many lots, side by side, for sale. There is only one buyer. Each seller is eager to sell his land to the buyer. They start to compete with each other.

The seller who offers his lot at the lowest price will sell it.

*As a result of this activity the students should be able to give examples of situations in which land values would be high and low in their own neighborhoods.*

3. **To further understand the characteristics of an urban neighborhood**, the students can prepare a table model showing tall apartment houses, heavy traffic, little open space for play, small specialty stores, relatively little vegetation, young and old people on the street, public transportation, and scarcity of off-street parking space (cars parked at curbs).  
*Upon completion of the display the students should be able to invite another class to visit and give it a guided tour through the model neighborhood.*

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## STORIES AND POEMS

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### CITY CHILD

by Lois Lenski

The sidewalk is my yard,  
The lamppost is my tree;  
Up three long flights of stairs,  
My home is Flat 4-C.

The fire escape is my porch,  
Where clothes hang out to dry;  
All day the noise and rush,  
All night the trains go by.

Tall buildings all around  
Reach up and shadow me;  
Sometimes the great big sun  
Comes peeping round to see.

All day the people pass,  
They hurry as they go;  
But when they are my friends,  
They stop and say hello.

### "I HAVE TWO HOMES NOW"

by Susan Washburn

Carlos sat down at the kitchen table. He was going to write a letter to his friend Pablo. When Carlos lived in Puerto Rico, Pablo was his best friend. Now Carlos was living in New York City. It seemed so far away from Puerto Rico, the little fishing village in Puerto Rico where he had lived.

I'll bet Pablo is swimming right now, Carlos thought. I wonder if he has seen any new kinds of fish.

Carlos and Pablo used to play a game when they were swimming. Each tried to be the first to see a new kind of fish in the clear blue water of the sea. Carlos couldn't remember a day when he and Pablo had not gone swimming and played their game. Not until he moved away, anyway.

At first Carlos had been excited and happy when his mother told him the family was going to move to New York. Everybody in Puerto Rico talked about going to New York someday. But then Carlos began to feel sad. He loved his little village. And he would miss his friends.

"Do we have to go, Mamma?" Carlos had asked one day.



"Papa can't make enough money here, Carlos," his mother said. "The only thing a man can do in Puerto Real is catch fish. Papa is a good fisherman, but he says there aren't as many fish in the sea around here as there used to be."

"What will Papa work at in New York?" Carlos asked.

"Uncle Luis says that he can get Papa a job at the factory where he works."

Like many people from Puerto Rico, Uncle Luis had moved his family to New York because jobs were scarce on their little island. He had written many letters to Carlos's parents, telling them about his job and about his new neighborhood where many other Puerto Ricans lived.

"But what if Uncle Luis can't get Papa a job?" Carlos wanted to know.

"In a big city like New York, there are many places to work," said his mother. "There are many factories and stores and offices. It isn't like Puerto Real."

Sitting in New York now, getting ready to write a letter to Pablo, Carlos remembered the day he had left Puerto Real. He went to say goodbye to Pablo and his other friends. Then he had gone down to the beach and looked at the sea. He had even cried a little bit.

Then he and Mamma and Papa and his two little sisters had gone to San Juan to get the plane to New York. The bus ride to San Juan had taken as long as the entire plane trip—four hours.

Carlos had never been in an airplane before and he was a little frightened as the plane left the ground. Then he gathered up his courage and looked out the window. The beach and the palm trees below looked so tiny! Carlos was glad that he could see the blue water below as they flew. It looked like the sea at Puerto Real.

In New York, Uncle Luis and Aunt Carmen had met them at the airport. Carlos thought about the ride into the city. He must remember to tell Pablo what he thought when he caught his first glimpse of all those tall buildings, all those cars and buses and trucks, and all those people! And all that snow! It was midwinter when they arrived. It was the first time Carlos had ever seen snow.

He was excited, but at the same time he kept thinking about the warm sunshine of Puerto Rico.

After a few days Carlos had gotten used to the weather. One day his parents took him and his sisters to Central Park and they all helped make a snowman.

I must tell Pablo about the snowman, Carlos thought. Boys can have fun here in New York, too.

After a while, as Carlos became better acquainted with his new home, he became less homesick for his old home. In the neighborhood where he lived, almost everyone else was from Puerto Rico too. When you could hear other people speaking Spanish on the streets and in the stores, you could almost imagine that you were back in Puerto Rico, Carlos thought. And his mother could buy the same kind of food in the stores and make the same good dishes that she made back home.

Home, Carlos thought. I guess New York is my home now, not Puerto Real. He looked at the paper in front of him. He had thought a lot, but the only thing he had written was "Dear Pablo." Maybe New York and Puerto Rico are both home, he decided. I guess I have two homes now. He started to write. He had a lot of things to tell Pablo about his New York home.

## **ADAM AND EDDIE**

*by Leon Trachtman*

Mr. and Mrs. Anton Lucas stood aboard the crowded ocean liner and waved goodbye to their friends on the shore. It was 1910. The Lucases were leaving their native land, Lithuania, to go to America. The ship was crowded with immigrants like the Lucases. All were going to America, full of hope for a better life.

Mrs. Lucas's brother Jonas met them when they got off the ship in New York City. He had come to America two years before, but now conversed with the Lucases in Lithuanian, his and their native tongue.

"I have found you a place to live in the same building I'm in,"

he said after hugging his sister and brother-in-law. "It is a small room. Life is hard for us immigrants."

Mr. and Mrs. Lucas looked at each other. They had hoped for a better life, not a harder one.

When they reached their apartment, they put down their bags and looked sadly around the tiny room that was to be their home. It was dark and dirty. They had to share a bathroom with three other families. There wasn't any hot running water.

Jonas Lucas smiled and said, "It is not so bad. We are poor, but we get along. You see, you do not speak English, so you can't get good jobs. Many factory jobs don't pay well, but it is a living and things will get better. I am studying English at the Neighborhood House. Maybe someday I can earn more money on a better job. You can too."

"The Neighborhood House. What is that?" asked Mr. Lucas.

"It is a place in the neighborhood where people try to help immigrants like us. They teach English at night and show us how to get along better in our new country."

"That is good," said Mrs. Lucas. "We want to learn to be good Americans. We want to make a good life here."

"I will leave you now," said Jonas. "In the morning I will take you to the factory where I work. You both can have jobs there."

The Lucases said good night and settled into their new home.

One night after work they went to the Neighborhood House. They sat down with others in a small classroom. A tall young man stood at the blackboard and wrote, "My name is George Kowarski. Tonight we begin to learn English."

Several years went by. Two sons were born to the Lucases. They named the boys Adam and Eddie. The little family was still poor, but they were happy. When Adam and Eddie were old enough, they started school in the neighborhood. Adam was two years older than Eddie, and he helped his little brother.

Mr. and Mrs. Lucas didn't have much time to spend with their sons. They both worked all day. The boys saw how hard their parents worked. They knew that they were poor. They wanted to help. They asked people at the Neighborhood House how to help.

Judge Scalise helped people at the Neighborhood House in his spare time. He talked to Adam and Eddie. "So you want to help your parents, boys? That is good. It is true that you are poor, but you are also lucky. You have parents who love you, and you love them. They have taught you to be honest and kind. You boys can help them by staying in school. There you can learn a trade. Maybe you can go to college and become a doctor or a judge like me. Your parents want you to have an easier life than they have. That is the best help you can give them."

Adam thought: I am thirteen. Eddie is eleven. We will be in school a long time. It will be a long time before we can help our mother and father. But I trust Judge Scalise. He is a wise man and our friend.

"Come on, Eddie," he said, starting for the door. "We will help our parents by doing what Judge Scalise says. We will study hard."

The years went by. Adam and Eddie did stay in school. After school Adam had long talks with Judge Scalise. The judge told Adam about the law. Adam thought he would like to be a lawyer. He got a job after school and saved his money for college.

Eddie had other interests. He got a job after school too. He worked in the neighborhood grocery store. He liked Mr. Levy, the grocer, and he liked meeting the people who came to the store.

One day Mr. Levy said, "You know, Eddie, you would make a very good grocer. You like people, and you have a good head for business. Soon you will graduate from high school. How would you like to work for me full time?"

"Oh, Mr. Levy!" answered Eddie, beaming. "I would like that very much. Then maybe someday I will have my own store in the neighborhood."

"Sure you will, Eddie. I will teach you all I know about the business. Everyone in the neighborhood likes you. You should be a big success."

It was the year 1934, and spring had come to New York. Mr. and Mrs. Lucas had moved to a bigger apartment, with lots of windows and a bathroom of their own. Adam, their lawyer son, and Eddie, the grocer, helped them pay the rent.

One evening Mrs. Lucas finished washing the dishes and joined her husband in the living room. "Well, Mr. Lucas, it wasn't a bad idea to come to America, was it? We have been poor, yes, but life is good here. We have fine neighbors and two fine sons. Soon they will get married and have families of their own."

"Yes," answered Mr. Lucas, putting down his newspaper. "We have much to be thankful for."

A block away from the Lucases' new apartment stood the Neighborhood House. It was eight o'clock in the evening. All the lights were on. A group of immigrants, who had just come from Europe, were sitting in a classroom. A tall young man stood at the blackboard. He wrote, "My name is Adam Lucas. Tonight we begin to learn English."

## THE CHINATOWN NEIGHBORHOOD

*by Dorothy Senesh*

A big attraction in many American cities is the neighborhood known as Chinatown. The Chinese-American people who live here sell dishes, silks, and fine handmade goods in their shops. Good smells fill the air, for many restaurants, serving native Chinese foods, are found here too. Families from other neighborhoods look forward to their visits to Chinatown because of its rich culture and friendly people. But many years ago the Chinese were not welcome in America. They were beaten and killed by people who did not want foreigners living in their cities. For safety, the Chinese banded together. They also lived close together because they found it comforting to have neighbors who spoke the same language and practiced the same customs. Chinatown neighborhoods began to grow. Today, many of the Chinese who remain in Chinatown travel freely about the city, following both Chinese and American customs.

All nationalities enjoy the Chinese New Year, which is celebrated in February. The following story, "Kwan Ti," describes the Chinese New Year.

## KWAN TI

*by Ralph Hayes and Dorothy Senesh*

Kwan Ti ran, jumped, and skipped through the narrow streets of Chinatown on his way to the Chinese school. Chinatown was bright with colored lights, paper lanterns, and silken flags of green, orange, red, blue, and gold fluttering in the February wind. Kwan Ti wanted to fly with the colors.

In front of each store, men were putting up tall red poles. Overhead, women were hanging long red strings from windows. Kwan Ti watched Mr. Lee put up a pole in front of his toy store.

"What's the pole for?" asked Kwan Ti.

"For the dragon," answered Mr. Lee.

Kwan Ti looked puzzled. "What dragon?"

"The dragon that comes to Chinatown every New Year's Day."

Kwan Ti leaned way back. He looked to the top of the pole. He saw Mrs. Lee hanging a red string from her window.

"Is that for the dragon too?" he yelled.

Mrs. Lee smiled. "Yes," she said.

"Why is there a dragon?" asked Kwan Ti.

"Ah, that's a great surprise," Mr. Lee answered. "You will find out tomorrow."

Tomorrow! thought Kwan Ti. I don't want to wait until tomorrow. I will find out about the dragon at school.

At the Chinese school, Kwan Ti's teacher talked about the New Year's celebration. "You will visit friends, and eat well," she said. "Anyone who has borrowed money during the year must return it. If you are mad at someone, you must shake his hand and become friends again. That is the right way to begin a new year."

Kwan Ti also learned about the fire-eyed dragon that breathed out smoke.

"The dragon is friendly if you treat him kindly," Kwan Ti's teacher said. But she would not tell what the dragon did. She only smiled and said, "You'll see tomorrow."

No, not tomorrow, Kwan Ti thought. I will ask Grandfather.

When Kwan Ti arrived home, his grandfather was talking to his friend Mr. Chen.

"You worry too much, Mr. Chen," Grandfather was saying. "Tomorrow, when the dragon comes, our hospital will be able to buy more beds and medicines, and the neighborhood center will be able to send many children to summer camp."

"What does a dragon have to do with a hospital and a neighborhood center?" Kwan Ti asked.

"Wait until tomorrow," said Grandfather.

On New Year's morning, crowds gathered along the street. People from all over the city had come to watch the celebration. Kwan Ti looked up at the rows of string and poles. What a surprise! A head of lettuce and a little red package hung from each red pole and string. Were these for the dragon?

Bang! Crash! Firecrackers exploded and cymbals clashed. Boom! Boom! Drums banged. The parade had started. Children dressed in bright-colored Chinese costumes marched past. Rows of men on horseback came next. There were bands from other neighborhoods, and flower-covered floats.

Finally the great dragon appeared. He was almost a block long and so tall that he seemed to be flying overhead.

The dragon had great jaws and shining white teeth. His bulging eyes flashed, and smoke puffed from his nostrils. The scales on his back shone like jewels. He was as colorful as a rainbow. He was frightening. He was beautiful.

Kwan Ti laughed when he noticed the dragon's feet. They were the feet of the men who walked inside the paper dragon and held the huge creature high on long sticks.

The dragon twisted from one side of the street to the other. As he approached each dangling head of lettuce, he sniffed, cocked his head, and danced wildly. Drums boomed and cymbals were struck as the dragon rose high in the air. He gobbled up the lettuce with one bite!

Then Kwan Ti noticed other men walking alongside the dragon. They too stopped at each pole and string. They were picking off the little red packages and tearing off the red paper. They were the dragon's helpers.

"Grandfather! Look! They're taking money from the little red packages!"

"Yes," Grandfather said. "The dragon will be generous to our hospital and neighborhood center."

Kwan Ti smiled. "Now I know why there is a dragon," he said. "The people give the dragon money for our neighborhood." But Kwan Ti still looked puzzled. "Grandfather, I have another question: Do the men who carry the dragon eat the lettuce?"

Grandfather didn't answer. He just laughed. And he laughed each time he told the story to his friends, for some of them had helped to carry the dragon in the parade.



## CHAPTER 2: Suburban Neighborhoods

### COMPONENTS

#### Student Text

Case Study pp. 30-33	<i>Beyond the City</i> p. 50/3
Picture Spread pp. 28-29	<i>Suburban Neighborhoods</i> p. 50/5
Episode pp. 34-35	<i>Ready, Set, Go!</i> p. 51/4

#### Recording

*Island of Homes*  
p. 49/6

#### Problems Book

*Which Is a Better Place to Build a  
Suburban Neighborhood?*  
p. 12 p. 50/7

*Why Move to the Suburbs?*  
p. 13 p. 50/1

*A Growing Suburban Neighborhood*  
p. 14 p. 51/2

### MAJOR IDEAS

- A. The price and use of land, the number of people, and the kinds of houses in suburban neighborhoods are determined by the accessibility of the city to the suburbs.
- B. There are many reasons why people choose to live in suburbs rather than in the city.
- C. The increasing growth of suburban neighborhoods causes many problems for cities and suburbs.

*Summary:* Suburban neighborhoods, which vary according to the city's accessibility to them, are usually neighborhoods where family homes are alike and where families have similar incomes, ages, and backgrounds; the growth of suburban neighborhoods in size and number creates problems for both cities and suburbs.

# ACTIVITIES Teacher's Resource Guide

## SOCIAL SCIENCES

<b>Time Orientation</b>			Description: Historical development of suburbs <b>p. 51/1</b>
<b>System Orientation</b>	See <b>A-1:</b> Community Resources		
<b>Research Orientation</b>	See <b>A-5:</b> Community Resources		

## LANGUAGE ARTS

<b>Stories and Poems</b>	Story: <i>Walter Gropius—the Teacher</i> <b>p. 49/4</b>		Story: <i>Life in Shady Grove</i> <b>p. 51/3</b> Story: <i>Green Meadows Park</i> <b>pp. 51-52/5</b>
<b>Creative Dramatics</b>	Playlet: Why Farmers Sell Land <b>p. 49/3</b>		See <b>C-5:</b> Stories and Poems

## ART AND MUSIC

	Art: Make mural showing construction of suburb <b>p. 49/2</b>		
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## MISCELLANEOUS

<b>Community Resources</b>	Field trip: Housing development under construction <b>p. 48/1</b> Field trip: Features of suburban neighborhoods <b>p. 49/5</b>	Speaker: Public affairs <b>p. 50/4</b>	
<b>Other</b>		Game: "Stand up for the Suburb" <b>p. 50/2</b>	Discussion: Benefits and costs of industrial parks <b>p. 52/6</b>

## CHAPTER 2: Suburban Neighborhoods

### Statement to the Teacher

The suburban neighborhood should be presented as an area that is an outgrowth of urban development. The students should recognize that while people in the suburbs who work in the city are more independent of their place of work than are people in urban neighborhoods, whose place of work is closer, such decentralization of the population has created many environmental problems with regard to land use, transportation, safety, and pollution. The students from suburban neighborhoods should be thoughtful enough to prepare a careful balance sheet of the benefits and drawbacks of life in a suburban neighborhood compared with life in an urban neighborhood.

It is important to dramatize that the well-being of a suburb is dependent upon the well-being of the city. In order to do this, make clear the fact that the suburban neighborhood is usually dependent upon a central urban area that offers jobs, recreation, and many other things to suburban people. Also, point out that suburban residents are not taxed to help pay for city expenses to the same degree as city residents, despite the fact that both groups use and depend upon many of the same services provided by the city. This creates an unfairness that often leads to resentments.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "Suburban Neighborhoods" . . . . .	<b>B-5</b>
2.	<b>TRG</b> , field trip . . . . .	<b>A-5</b>
3.	<b>Recording</b> , "Island of Homes" . . . . .	<b>A-6</b>
	<b>PB</b> , "Which Is a Better Place to Build a Suburban Neighborhood?" . . . . .	<b>A-7</b>

4.	<b>PB</b> , "Why Move to the Suburbs?" . . . . .	<b>B-1</b>
	<b>TRG</b> , game . . . . .	<b>B-2</b>
5.	<b>Text</b> , "Beyond the City" . . . . .	<b>B-3</b>
6.	<b>TRG</b> , speaker . . . . .	<b>B-4</b>
7.	<b>TRG</b> , description . . . . .	<b>C-1</b>
8.	<b>PB</b> , "A Growing Suburban Neighborhood" . . . . .	<b>C-2</b>
	<b>Text</b> , "Ready, Set, Go!" . . . . .	<b>C-4</b>

### Vocabulary

company	industrial park
English	Spanish
historical	suburb, suburban
housing development	superhighway

### ACTIVITIES

**Major Idea A:** The price and use of land, the number of people, and the kinds of houses in suburban neighborhoods are determined by the accessibility of the city to the suburbs.

- To demonstrate that an inexpensive method of construction is to build many houses at one time and on one stretch of ground**, arrange a visit to a suburban housing development under construction. Afterward discuss how it is less expensive and less wasteful of materials, tools, and land to build many houses at the same time on one piece of land than to build different kinds of houses on scattered pieces of land at different times. If such a visit is not possible, invite a suburban real estate developer to explain how a new neighborhood is planned and built and how costs are kept down. He should also bring photographs to show the steps in the construction of a new neighborhood.

*Afterward, students should be able to give a short report of the trip or have a discussion in which they cite the reasons for lower costs when many houses are built at once on one tract of land.*

- 2. To show how a suburb comes into existence,** have the students prepare a mural showing the construction of a typical new suburb. The mural should depict the following scenes: rolling farmland near the city; new houses being built at the edge of the city; a man bargaining with a farmer over the purchase of farmland; the land being surveyed; a plan for the new suburb being submitted to the bank; the bank giving a loan; bulldozers clearing and leveling the land; streets being laid out; concrete foundations being poured; prefabricated houses being built; the area being landscaped; a school being built; families moving in; a shopping center being built.

*After the mural is completed, the students should be able to describe in their own words how a new suburb is built.*

- 3. To develop an understanding of why farmers who have land on the edges of cities are often willing to sell it to housing developers,** have the class act out the following playlet:

*Scene 1.* One student, playing the farmer, figures that he has earned \$3000 from his vegetable farm during the past year. He is telling his wife of his earnings when there is a knock at the door. There is a man at the door who wants to buy the farm and build houses on the land. The farmer is willing to sell if he can get a good price for his land. The developer offers him \$80,000.

*Scene 2.* The farmer sells his land and takes the \$80,000 to the bank. The banker tells him that at the end of the year he will receive \$4000 interest on the \$80,000.

After the scenes have been presented, have the students discuss whether the farmer was better off financially because he sold his land.

*As a result of this activity the students should be able to determine the better course of action in similar situations, where the farmer earns varying amounts from farming and is offered varying prices for his land.*

- 4. To discover how the ideas of Walter Gropius made modern suburban housing developments possible,** read to the class

the story "Walter Gropius—the Teacher" (page 52). Then use the following questions as a guide to a class discussion:

- What was the major difference between the way Walter Gropius suggested building houses and the way houses were usually built?
- Why would this method make houses available to more people?

*As a result of this activity the students should be able to conclude, in their own words, that mass production, when applied to the housing industry, lowered the prices of houses and made them available to millions of families that otherwise could not have afforded them.*

- 5. To acquaint urban students with many features of suburban neighborhoods,** have the students take a field trip to a new suburb nearby. They should try to observe the following:

- What transportation connects the suburb with the city?
- Are there primarily young people and children in the suburb, or are there also many old people?
- Are there many tall buildings in the suburbs? Why not?
- Are there more apartments than single-family houses?
- Are there yards around the houses?
- Do children have room to play in their yards?
- Do some children have a long way to go to school?
- Can they walk to schools, or must they ride?
- Where do the families shop? In what kinds of stores?
- Do most families have to drive when they go shopping?
- What goods or services must people travel to the city to buy?
- Are there offices, factories, or other workplaces in or near the suburb where the suburban people could work?

*Afterward, the students should be able to create a pictorial sequence describing their trip.*

- 6. To discover that the growth of suburban neighborhoods has caused many changes in land use,** the students can listen to the recorded story for Chapter 2.



7. **To demonstrate that the location of suburban housing developments is dependent on several factors**, have the students complete exercise 2-A in their Problems Book.

**Major Idea B:** There are many reasons why people choose to live in suburbs rather than in the city.

1. **To demonstrate the fact that there are many reasons why people choose to live in the suburbs rather than in the city**, have the students do exercise 2-B in their Problems Book.
2. **To discover why so many families choose to live in the suburbs**, the students can play the game “Stand Up for the Suburb.” Present each of the following questions. If the students think the answer is the suburb, they should stand. If they think it is the city, they should remain seated.
- Which came first?
  - Which is smaller?
  - Which is larger?
  - Which is more crowded?
  - Which is quieter?
  - Which has more people?
  - Which has taller buildings?
  - Which has more trees?
  - Which has mostly single-family homes?
  - Which has more different kinds of stores?
  - Which has more birds?
  - Which has more theaters, parks, museums, and hospitals?
  - Which gives children more room to play?
  - Which has more different kinds of jobs?
  - Which has more pollution?
  - Where do you live?

*As a result of this activity the students should be able to list several reasons why people move to suburbs.*

3. **To discover one’s family’s reasons for moving to the suburbs from the city**, the students can read the case study “Beyond

the City,” on pages 30 through 33 in the text. Then lead a class discussion based on the following questions:

- Why weren’t the Gibsons satisfied with their city neighborhood?
- What kind of neighborhood were they looking for?
- Do you feel that the Gibsons were right in moving from the city?
- What would happen to our cities if everyone who could afford to move did so when they were not satisfied with their neighborhood?

*As a result of this activity the students should be able to evaluate some of the reasons why people move to suburbs by listing them in two columns: “Good Reasons to Move to Suburbs” and “Poor Reasons to Move to Suburbs.”*

4. **To discover how important it is that neighbors work together to improve their neighborhood**, the students can invite a person who is active in public affairs in a suburban neighborhood to explain some of the important projects that people there undertake together. The speaker should also explain to the students how the neighbors decide which ideas to accept and which to reject.

*As a result of this discussion students should be able to give a short report on the topic.*

5. **To discover different aspects of suburban neighborhoods**, the students can study the photographs in the picture spread “Suburban Neighborhoods,” on pages 28 and 29 in the text. Lead a class discussion to bring out the following points:
- Suburbs often attract people of similar income levels.
  - Suburbs are often built on what was farmland.
  - Suburbs attract stores and sometimes new factories.
  - Older suburbs were built along railroads; newer suburbs are served by superhighways.

*As a result of their discussion the students should be able to create a pictorial display that illustrates each of the above points.*

**Major Idea C:** The increasing growth of suburban neighborhoods causes many problems for cities and suburbs.

1. **To give the students the background of the historical development of the suburbs,** present the following description:

At first most people lived on farms. When people learned how to produce food faster and better, most of them moved from the farms to the cities, where they produced goods and services. As the cities grew larger and more crowded, the green lawns and trees were replaced by more and more streets and buildings. Many people began to miss the trees and grass, but it was very difficult and expensive to live outside the city and travel to it for work.

Railroads were then built. People who could afford to build houses outside the city wherever the trains stopped. Thus suburban neighborhoods grew along the railroads and around the railroad stations.

Then the automobile was invented and more roads were built in every direction from the city. More and more people bought cars. Developers bought farms along the road and built many houses at one time because it cost less to do it that way. Since the homes were relatively cheap, many people could afford to buy them.

Because so many people live in the suburbs today, and because land is still cheaper there than in big cities, many factories and offices are moving away from the cities to the suburban neighborhoods using up much good farmland. Factories and offices in the suburban neighborhoods provide jobs for people living there. They also pay taxes to the suburbs. The taxes help pay for schools, roads, police and fire protection, water and sanitation. As people, factories, and offices move away from the cities, the cities lose taxpayers and have a more difficult time paying for streets, schools, fire and police protection, and other services.

*As a result of listening to this description the students should*

*be able to make a roller movie depicting the sequential development of suburbs.*

2. **To demonstrate the fact that the increasing growth of suburban neighborhoods causes many problems for cities and suburbs,** have the students complete exercise 2-C in their Problems Book.
3. **To illustrate some of the problems created by suburban neighborhoods that attract families from only one socioeconomic level,** read to the students the story "Life in Shady Grove" (page 53). After completing the story have a group of them act it out in the form of a sociodrama. They should stress the differences of opinions about life in Shady Grove as expressed by Mr. Meek and Mr. and Mrs. Wilson.  
*As a result of this activity the students should be able to evaluate living conditions in Shady Grove, expressing value judgments about both the benefits and the drawbacks.*
4. **To discover that suburban neighborhoods are becoming the sites of more and more factories,** the students should read the episode "Ready, Set, Go!" on pages 34 and 35 in the text. Afterward lead a class discussion centered on the following questions:
  - What would be the advantages of building a jet engine plant in Tommy's suburb? What would be the disadvantages?
  - Why were the boys worried about where they would be able to play?
  - Do you think many more factories should move to Tommy's suburb?*As a result of the discussion the students should be able to list some of the advantages and disadvantages of a factory's moving to the suburbs.*
5. **To discover why many factories are moving away from busy urban neighborhoods to suburban neighborhoods,** read to the

class the story “Green Meadows Park” (page 54). Afterward help a group of students re-create the story in the form of a sociodrama. Select students to represent the heads of the four companies involved. Locate the four factories in the four corners of the classroom, representing four remote city neighborhoods. At the front of the room lay out a large area with green paper and label it “Green Meadows Park.”

*As a result of this activity the students should be able to list several reasons why factories move from big cities into industrial parks such as Green Meadows Park.*

6. **As a follow-up to the preceding activity**, discuss who benefited from the moves, and who suffered, by asking such questions as the following:
- What happened to the factory workers in the city?
  - What happened to business in city stores? in suburbs?
  - Which government gained and which lost tax revenue?

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## STORIES

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### WALTER GROPIUS—THE TEACHER

by Dorothy Senesh

When Walter Gropius was a little boy in Berlin, Germany, he heard a lot of talk in his home about architecture. His father was an architect for the city. It's not surprising that young Walter decided that one day he, too, would be an architect.

As a young man, one of Walter Gropius's first jobs as an architect was to help design factory buildings. These buildings were built mostly of glass and steel. At that time—early in this century—those were considered very modern building materials.

Mr. Gropius was very proud of the modern factories he had helped design. He became quite interested in other factories—and in the products they manufactured. He believed very strongly in industrial progress. He knew that machines were important because so many more products could be made at a price more people could afford.

But Mr. Gropius was a man who looked to the past as well as to the future. He looked at the ugly products so many factories were turning out. Then he thought about the master craftsmen of the Middle Ages that he had read so much about. They were really artists whose beautiful products were made by hand.

The more Mr. Gropius thought about these skilled workers and artists of the past, the more an idea began to grow. Why not twentieth century artist-craftsmen? They could design beautiful things to be mass-produced in factories. Unlike the beautiful hand-made products of the past, these machine-produced articles could be made cheaply enough so that many more people could afford to buy them.

In 1919, Mr. Gropius put his idea into operation. He started a school in Germany where young people could study arts and crafts. This school was called the Bauhaus. Mr. Gropius brought many outstanding painters, sculptors, architects, and designers to teach at this school. He also asked furniture makers, weavers, and many other skilled craftsmen to teach there. Soon in the workshops of the Bauhaus the teachers and students were making furniture, rugs, lamps, and many other household articles.

Mr. Gropius designed the buildings for his school. These buildings are regarded today as some of his finest achievements. At that time, though, many people didn't like them. These streamlined, many-windowed buildings of concrete, steel, and glass were very different from the highly decorated buildings of brick and stone that were common then.

Mr. Gropius believed that good architecture could help create a better society. He also believed that architects should make use of whatever modern technology had to offer. He thought about the way automobiles were being mass-produced in factories. Why not factory-built homes, too? Instead of being built slowly one by one, the houses could be mass-produced quickly and cheaply. Then more people could afford to live in attractive, comfortable homes.

Walter Gropius died in 1969, but his ideas—and his buildings—live on. As a teacher, he influenced thousands of young students, first in Germany and later in America, where he taught at Harvard University for many years.

## LIFE IN SHADY GROVE

by Leon Trachtman

"Do we have shopping in Shady Grove?" asked Mr. Meek. And then he answered himself: "Do we have shopping in Shady Grove! Oh my! Oh MY! Everything your heart might desire. Drugstore, clothes store, food store, shoe store; every one of them a new store. Shopping centers crammed with shops; bright arcades with covered tops! Do we have shopping in Shady Grove? Oh my!"

Mr. Meek was walking down the main street of Shady Grove with Mr. and Mrs. Wilson. Mr. Meek was a real estate broker; he sold land and houses. He was Shady Grove's most important real estate broker . . . and this was a very important job. Shady Grove was a young and growing suburb. If it was to go on growing, more land and more houses had to be sold all the time.

Shady Grove was thirty miles from Center City. Most of the people who lived in Shady Grove worked in Center City. They drove to work every morning on the crowded expressway, and they drove home every evening.

Mr. and Mrs. Wilson had lived in Center City all their lives. But for several years they had wanted to move. They felt that the city was getting dirtier and uglier and more dangerous. They wanted the clean air and the quiet streets of the suburbs. They wanted good schools for their two young children. They thought that Shady Grove would offer them these things.

"Mr. Meek," said Mrs. Wilson, "does Shady Grove have parks and playgrounds?"

"Parks and playgrounds?" said Mr. Meek. "Parks and playgrounds! Oh my! Oh MY! Parks with grass as green as green. Playgrounds like you've never seen. Playing fields at all the schools. Two Olympic swimming pools. Oh my, do we have parks and playgrounds!"

"It sounds wonderful," said Mr. Wilson. "Is there anything else we ought to know about Shady Grove?"

"Is there anything else you ought—Oh my! Oh MY! Why, this is such a wonderful place I could write poems about it. The folks who live here—why, finest folks you've ever seen. Water? Cold

and fresh and sparkling clean. No pollution in the air. Streets as safe as they can be. Stroll at night without a care. The shopping center's parking's free."

It all sounded so perfect. And yet . . . and yet . . . what was it about Shady Grove that seemed a little strange? What was it that was missing?

Suddenly Mrs. Wilson thought of one thing. There were no old people in Shady Grove. In Center City she lived among people of all ages. Here, all she saw was young mothers and little children. It seemed that the young mothers were spending most of their time coaxing and ordering and pulling little children into cars and station wagons and out of cars and station wagons as they took them to school and from school, to the supermarket and from the supermarket, to the dentist and from the dentist.

People had to go everywhere in cars. There were no little neighborhood stores to walk to. And there were no buses; if there had been people in Shady Grove too old to drive, they could not have gotten to the stores and shops and parks very easily.

And there was something else that seemed strange to Mr. and Mrs. Wilson. There were no men in Shady Grove. Except for the storekeepers and Mr. Meek, they had seen only mothers and children. Mr. Meek explained that almost all the men of Shady Grove were at work in Center City. Many of them would get home too late to have dinner with their families. They would arrive just in time to kiss their children good-night.

And Mr. Wilson noticed one more thing. While Center City was made up of all different sorts of buildings—brick houses, frame houses, small houses, large houses, one-family houses, apartment houses—here in Shady Grove, all the houses seemed to be about the same. They were about the same shape and about the same size and about the same age. They all looked alike: the lawns, the patios, the charcoal grills in the yards.

Mr. and Mrs. Wilson looked at each other. They were thinking the same thing. Shady Grove offered them many things which they did not have in Center City. Much of what Mr. Meek told them was true. But the good things of Shady Grove did not come without a price. Would they be willing to pay this price?



## GREEN MEADOWS PARK

by *Leon Trachtman*

The ABC Can Company had its factory right in the middle of Busytown. The factory made cans to hold paint.

The factory needed steel to make the cans. Trucks and trains brought the steel to the factory. When the cans were made, trucks and trains took them to paint factories near and far.

But Busytown was getting more crowded all the time. The streets were full. The trucks could hardly bring the steel or take away the paint cans. Things were just too busy in Busytown.

Mr. Able was the head of the ABC Can Company. He said, "We must move our factory."

Mr. Able looked for a good place to build a new factory. He found it in the suburb of Green Meadows. There was a big field with a good road right in front of it. And there was a railroad behind it. It would be easy for the trucks and trains to bring the steel in and take the cans away.

Soon the factory was built. It was very nice except for one thing. The building was all by itself. There were trees and grass, but there were no other buildings nearby.

Then one day Mr. Smear came to Green Meadows to buy some

paint cans. Mr. Smear owned the Peachy Paint Company. He needed the cans for his paint.

Mr. Smear looked around. He said, "Why, this could be just the place for my paint factory. It has a road at the front and a railroad at the back. There is a can factory right here."

And so Mr. Smear built his factory in Green Meadows. The ABC Can Company had a neighbor, the Peachy Paint Company.

Many people came to Green Meadows to buy paint. There was Mr. Elf of the Tiny Tot Company and there was Mr. Fine of the Tip Top Table Company.

Mr. Elf's toys had to be painted. Mr. Fine's tables had to be painted.

They both had the same idea. Why not build new factories in Green Meadows? Then they would have the paint they needed right next door. And that is what they did.

One factory made paint cans. The next factory filled the cans with paint. And the other factories used the paint on their toys and tables.

The trucks in front and trains at the back took the cans and the paint, the toys and the tables away to many customers near and far.

All the companies took good care of the trees and grass. The field in Green Meadows was so pretty that people call it Green Meadows Park.



# CHAPTER 3: Small Town Neighborhoods

## COMPONENTS

### Student Text

Picture Spread pp. 36–37	<i>Small Town Neighborhoods</i> p. 60/1
Case Study pp. 38–41	<i>Birthday Town</i> p. 60/3
Episode pp. 42–43	<i>It's Like One Big Family</i> p. 60/5

### Recording

*The Town Around the Mill*  
p. 60/2

### Problems Book

*Jim's Neighborhood*  
p. 17 p. 60/4

*Small Towns Have Friendly Neighbors*  
p. 15 p. 61/1

*City, Suburb, or Small Town?*  
p. 16 p. 61/4

## MAJOR IDEAS

- A. Small town neighborhoods are changing as a result of improved transportation and mass communication, but the change is less rapid than that in urban neighborhoods.
- B. Because people in small towns usually know each other well and have similar interests and ideas, they are inclined to establish and adhere to certain patterns of behavior.
- C. The price of land in small towns is low because there are not many people making demands upon the land that is available.

*Summary:* Small town neighborhoods, which are made up of family homes and small, centrally located businesses, are neighborhoods where the price of land is relatively low and where people have similar interests and follow common norms of behavior. Such neighborhoods are gradually changing due to improvements in transportation and mass communication.

## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

<b>Spatial Orientation</b>	See <b>A-4:</b> <i>Problems Book</i>		
<b>Time Orientation</b>	See <b>A-2:</b> <i>Recording</i> See <b>A-3:</b> <i>Student Text</i>		
<b>Research Orientation</b>		See <b>B-5:</b> <i>Community Resources</i>	See <b>C-1:</b> <i>Other</i>

### LANGUAGE ARTS

<b>Stories and Poems</b>	Story: <i>Coming Home to the Family</i> pp. 60-61/6	Story: <i>A Small Town</i> p. 61/3	Story: <i>Bittyburg</i> p. 62/2
<b>Creative Dramatics</b>		Sociodrama: Dependence on farmers' trade pp. 61-62/6	

### MISCELLANEOUS

<b>Community Resources</b>		Observations: Importance of farmers to well-being of small towns p. 61/5	
<b>Other</b>		Discussion: Knowing your neighbors p. 61/2	Comparisons: Costs of land and housing p. 62/1



## CHAPTER 3: Small Town Neighborhoods

### Statement to the Teacher

Although there is an increasing concentration of the United States population in big cities, the government is becoming increasingly aware of the importance of revitalizing some small towns to make them growth centers. It is therefore important that the students recognize the advantages of living in a small-town neighborhood. Throughout this chapter you should emphasize the positive aspects of small-town life: good human relations, readiness of neighbors to discover common interests, and man's close contact with nature. Point out that these are advantages that cannot be measured in economic terms.

The small town neighborhood should be contrasted with the urban neighborhood. It is recommended that at either the beginning or the end of the chapter your students make a comparison similar to the following:

#### Small Town Neighborhoods

- Narrow choice of occupation
- People watch closely how their neighbors behave
- People have similar beliefs
- Little choice of friends
- Much land
- Family homes
- Few slums

#### Urban Neighborhoods

- Wide choice of occupation
- People do not watch closely how their neighbors behave
- People often have different beliefs
- Great choice of friends
- Scarcity of land
- Apartments
- Many slums

## Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "Small Town Neighborhoods" . . . . .	<b>A-1</b>
	<b>Recording</b> , "The Town Around the Mill" . . . . .	<b>A-2</b>
2.	<b>Text</b> , "Birthday Town" . . . . .	<b>A-3</b>
	<b>PB</b> , "Jim's Neighborhood" . . . . .	<b>A-4</b>
3.	<b>Text</b> , "It's like One Big Family" . . . . .	<b>A-5</b>
4.	<b>TRG</b> , discussion . . . . .	<b>B-2</b>
	<b>PB</b> , "Small Towns Have Friendly Neighbors" . . . . .	<b>B-1</b>
5.	<b>TRG</b> , story . . . . .	<b>B-3</b>
6.	<b>PB</b> , "City, Suburb, or Small Town?" . . . . .	<b>B-4</b>
	<b>TRG</b> , sociodrama . . . . .	<b>B-6</b>
7.	<b>TRG</b> , observations . . . . .	<b>B-5</b>
8.	<b>TRG</b> , comparisons . . . . .	<b>C-1</b>
	<b>TRG</b> , story . . . . .	<b>C-2</b>

## Vocabulary

banker	livelihood	similar interests
choices	location	small town
courthouse	mill	storekeeper
farmer	officials	wholesalers

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- Workers and Activities in Little Towns*. Color, \$5.25. Eye Gate House, 1970. All about what people do in a small town, how they make a living, what they do for recreation.

**Major Idea A:** Small town neighborhoods are changing as a result of improved transportation and mass communication, but the change is less rapid than that in urban neighborhoods.

1. **To discover that although there are similarities and differences between small town neighborhoods, similarities and differences can also be found when comparing small town neighborhoods with other neighborhoods,** the students can study the picture spread “Small Town Neighborhoods,” on pages 36 and 37 in the text. Use the following questions as a guide for discussion:

- What do you see that is similar in these small town neighborhoods?
- What do you see that is different? (You can point out that the pictures show details of small towns in different locations: a New England town square; Main Street in Le Mars, Iowa; a railroad station; a coal-mining town where stores and homes are owned by the mining company; and an Alaskan village.)
- In what ways are these neighborhoods similar to the urban and suburban neighborhoods you have studied? How are they different?

Help the students classify their thoughts under the general headings of “Land,” “Streets and Buildings,” and “People.” *As a result of their discussion the students should be able to list ways in which the neighborhoods illustrated are alike and ways in which they are different.*

2. **To discover some of the ways that small town neighborhoods change and the reasons for such changes,** the students can listen to the recorded story for Chapter 3.
3. **To discover how a small town began, grew, and changed,** the students can read the case study “Birthday Town,” on pages 38 through 41 in the text. Use the following questions as a guide for discussion:

- In what ways is Le Mars like your neighborhood? How is it different?
- How has Le Mars changed during its first hundred years?
- Do you believe that Le Mars has changed as much as most large cities? as much as most suburbs?

*As a result of this discussion the students should be able to describe their ideas of what Le Mars might be like one hundred years from now.*

4. **To demonstrate the fact that small town neighborhoods have characteristics different from those of urban and suburban neighborhoods,** have the students complete exercise 3-C in their Problems Book.

5. **To discover how life styles differ between small town and urban neighborhoods,** the students can read the episode “It’s Like One Big Family,” on pages 42 and 43 in the text. Have a group of students re-create the story as a sociodrama, emphasizing the differences in life styles between a city such as Birmingham and a small town such as Rushville. They should also show why Mr. Martin and Uncle Chuck made different decisions about leaving Rushville.

*As a result of this activity each student should be able to list at least two advantages and two disadvantages of living in a small town neighborhood such as Rushville.*

6. **To illustrate the conflicts faced by many Indians in deciding whether to remain in their villages or move to large cities to find better jobs,** read to the students the story “Coming Home to the Family” (pages 62 through 63). Afterward use the following questions as a basis for discussion:
  - If you were Samuel Gachupin, would you have liked living in Jemez Pueblo?
  - What were some of the reasons young people moved from the village?
  - Do you think that Samuel’s brother Gene will stay in Jemez Pueblo or return to Los Angeles? Why?

*As a result of this activity the students should be able to list several reasons why Gene Gachupin might decide to stay in the village and several reasons why he might return to the city.*

**Major Idea B:** Because people in small towns usually know each other well and have similar interests and ideas, they are inclined to establish and adhere to certain patterns of behavior.

1. **To demonstrate the fact that because people in small towns know each other very well and have similar interests and ideas, they are inclined to establish and adhere to certain customs and behavior,** have the students complete exercise 3-A in their Problems Book.
2. **To demonstrate that how well people know their neighbors depends on the number of neighbors they have, the length of time they remain neighbors, and how often the neighbors meet,** pose the following questions:
  - Would you get to know your neighbors better if you had many neighbors or only a few neighbors?
  - Would you get to know people better if they lived near you for a long time or if they moved away soon after you met them?
  - Would you get to know people better if you saw the same people in a number of places or if you saw different people everywhere you went?

Then summarize the discussion by pointing out that in a small town (as opposed to a large city) a person has fewer neighbors but they do not move as frequently, and a person is more likely to see his neighbors in a number of different places.

*As a result of this activity the students should be able to conclude that the size and relative stability of a small town make it fairly easy for people to know each other well.*

3. **To illustrate how people in small-town neighborhoods sometimes reflect a narrow point of view,** read to the class the story "A Small Town" (pages 63 through 65). Afterward use the following questions as a basis for discussion:

- What attitude did Richard's editor and father express about Old Man Grekas? Why do you suppose they felt this way?
- Why did Richard feel differently?
- In what way did the small town of Woodfield become a "big town"?

*As a result of this activity the students should be able to identify those attitudes that can keep neighbors from being open-minded about others different from themselves and offer suggestions regarding ways to change such attitudes.*

4. **To demonstrate the fact that most small towns have buildings for stores and offices in a central area surrounded by some neighborhoods,** have the students complete exercise 3-B in their Problems Book.
5. **To discover that in many small towns the successful operations of the business area, and thus the whole town, are affected by the well-being of the surrounding farms,** students who live in a rural community can perform the following activities:
  - Watch downtown traffic on the day of the week when farmers come to shop. Compare this with traffic on other days.
  - Visit the local grain store or agricultural-implement dealer to see some of the things that only farmers purchase. Ask the manager or dealer how important the farmers are to his business.
  - Invite the county agent to visit the class and explain how the farms and the small town depend on each other.*As a result of each of these activities each student should be able to write an original report dealing with one of the preceding three activities that gives evidence of the importance of farmers to the community.*
6. **To demonstrate how the economic well-being of a small town often depends on the farmers' trade in that town,** have the students enact the following sociodrama:



Select several students to play the roles of farmers and several to play the roles of businessmen in a small town. The farmers go to stores to buy food, feed grains, clothing, and so on. One farmer goes to the dentist. Another goes to a farm-machinery store to buy a tractor. Some farmers take their savings to the bank. Then ask each of the businessmen the farmers visited to explain how the money spent or saved by the farmers helped him and other people in the town. The grocer might say that he uses part of his income to pay his employees. His employees might then say that they use part of their income to shop in their town's stores. The banker might explain how, after the farmers bank their savings, the bank has more money to lend to townspeople for building houses, stores, or shops.

Also discuss the opposite trend—what would happen if the farmers had poor crops and therefore little money to spend or save in the town?

*As a result of this activity the students should be able to make a display showing how spending by farmers in a small town creates income for many people in that town.*

**Major Idea C:** The price of land in small towns is low because there are not many people making demands upon the land that is available.

- 1. To demonstrate that land and housing are less expensive in small towns than in cities and their suburbs,** you can collect real estate advertisements from newspapers of small towns (under 10,000 inhabitants) and compare them with similar advertisements from large metropolitan newspapers. If possible, the comparison should be made between communities in the same general area of the country to avoid distortion resulting from regional price differences. After seeing the price differences, the students can discuss how the greater supply of and smaller demand for land in the small town make its price lower there.

*As a result of this activity the students should be able to create a two-part bulletin-board display comparing the supply and demand of land in a small town with that in a large city.*

- 2. To illustrate the fact that despite the low price of land small towns may not be able to attract industry because they lack the resources that industry requires,** read the story "Bittyburg" (pages 65 through 66) to the students. Afterwards use the following questions as a basis for discussion.

- Why did the mayor of Bittyburg want a factory to move to town?
- What problems did Bittyburg have in attracting a factory?
- Do you think Bittyburg would be a better or worse place to live if a factory had moved there? Why?

*As a result of this activity the students should be able to list the kinds of resources small towns need, but often do not have, to attract industry.*

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## STORIES

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### COMING HOME TO THE FAMILY

by Phoebe Wood

Samuel Gachupin dropped the big armload of firewood near the outdoor oven and sank to the ground with a sigh of relief. He was small for a ten-year-old, and the wood was very heavy. He decided to rest a few minutes before putting more wood on the fire.

As he sat gazing at the big beehive-shaped oven, Samuel's eyes began to glow almost as brightly as the fire. He was thinking about his brother Gene, who was coming home from California that evening. His mother was baking cornbread in the oven.

The Gachupin family lived in Jemez Pueblo, an Indian village in New Mexico. Besides his oldest brother, Gene, Samuel had six brothers and sisters. However, Samuel was the only boy living at home. One brother, Joseph, was in college in Albuquerque, studying to be a teacher. Another, Ruben, was in the army.

When Samuel thought about his brothers being away from home, he became very sad. He loved his New Mexico home and he knew his brothers did too. Together, they had climbed on the red mesas, fished in the Jemez River, and ridden their horses through the cornfields.

This was their home and their land.

Mrs. Gachupin came outside to look at the bread in the oven. She was a small, plump woman. She wore her hair in a long braid and had a bright red shawl around her shoulders. Last week Mr. Gachupin had received a letter from Gene saying that he was coming home to stay. Ever since the letter arrived, she had gone about her work with a big smile on her face.

Samuel couldn't understand why his father didn't act as happy as the rest of the family about the good news. Once, late at night after Samuel had gone to bed, he heard his parents talking loudly about Gene. His father had sounded angry.

Mr. Gachupin was a tall, stern-looking man. Sometimes Samuel was a little bit afraid of him, so all week Samuel had been careful not to mention Gene's name around him. But that's all he talked about to his mother and his sisters.

"What kind of work will Gene do when he gets here?" Samuel asked his mother as she took a loaf of hot cornbread out of the oven.

Samuel's joy at his brother's homecoming was clouded by the fear that he might not find any work. In Los Angeles, Gene had been learning to be an auto mechanic. Here in Jemez, though, there was no garage where he could get a job. There was only the Trading Post across the road, with one gas pump in front of it. Samuel's aunt and uncle ran this store and lived in the back rooms with their four children.

Mrs. Gachupin frowned at Samuel. "You sound just like your father. Don't you worry, he'll find work. He's big and strong. He can help cut down pine trees and haul them to the mill."

Samuel remained silent. That's the kind of work his father did. Sometimes Samuel's father had no work for two or three months at a time. When the pine forest in the nearby mountains was too dry, the loggers couldn't work there.

Suddenly it occurred to Samuel that maybe his father wasn't really angry about Gene coming home. He was probably just worried because jobs were hard to find. Then Samuel thought about the talk he'd heard in the village about Gene. One man had said that Gene was probably homesick in Los Angeles, but that he should be man enough to stay there. Then another man said that the city was too noisy and dirty and that it wasn't worth staying there just to have a job.

Samuel looked around and drew in a long breath. Here in Jemez it was clean and quiet and the sky was always blue. And the family was here. He knew he would never want to leave his family and the land.

The sun was beginning to set in streaks of red and orange behind the mesa. Samuel looked down the road. Anytime now he would see Gene walking along that road.

Samuel's father was sitting by the gate, staring into the distance. Samuel walked over and sat beside him, but he was afraid to say anything about Gene.

Suddenly Samuel heard a shout. Uncle John was running down the steps of the Trading Post, pointing down the road. In the distance Samuel saw a man walking toward their village.

Samuel looked at his father. Mr. Gachupin stood up, smiling, and held out his hand. "Come on, son, let's go welcome your brother home."

## A SMALL TOWN

*by Robyn Guest*

Eight-year-old John Porcelli lived in Woodfield, a small town of about one thousand people. John and his ten-year-old sister Helen and seventeen-year-old brother Richard had lived in Woodfield all their lives. Their parents, though, were born in Europe and moved to Woodfield long before their first child was born.

Every day after school John rode his bike to Porcelli's grocery store, where he ran errands for his mother and father. John thought

there wasn't one person in town he didn't see at least once a week in the store. Friends and neighbors came not only to shop, but to chat or talk over community problems with his parents.

John's father, a big-chested man with a heavy European accent, was president of Woodfield's Better Businessmen's Club; treasurer of the bowling league; and a member of Lifeline, a club whose members donated blood to the hospital.

John's mother, a soft-spoken woman with small, busy hands, had started a cooking club. She taught some of the women how to prepare European dishes from recipes handed down from her grandmother. Mrs. Porcelli was also secretary to Woodfield's garden club, which had been making plans to replant the front lawn of the city hall.

John wanted to live in Woodfield the rest of his life because everyone was so friendly. There was only one person John had fights with all the time, his sister Helen. She bossed him around. Helen always wanted John to do things her way.

"I'm two years older than you," she'd always tell him. "I know better than you."

"Is that true?" John asked Richard one day. "Is it true that older people really do know what's best all the time?"

"Nope," said Richard. "But people get their minds set on something and don't want to change. When somebody wants to do something different and people don't like it, they get bossy, just like Helen gets with you."

Two days later something happened that made the whole town just as bossy as Helen. It started the morning Richard was fired from his job as a cub reporter on *The Herald*, the town's only newspaper.

Richard wanted to write a story about Old Man Grekas, who had lived alone on a farm outside town ever since he had moved to the United States. The old man was something of a mystery to the people in town. Since no one knew much about him, except that he came from a strange foreign country not at all like the countries that some of the other families had come from, it was easy to believe some of the stories about him that were passed around

town. The old man was too old to continue running his farm, but not too old to get a job in town. However, nobody would hire him, which meant that he would have to go to a state nursing home. Richard argued for days with Mr. Hughes, the editor, about printing the story, until finally Mr. Hughes said:

"Look, boy, no one can do anything for Grekas. Who's going to hire a man who can barely speak English? The people in this town don't want to worry about him. He doesn't have anything in common with the rest of us. Why, your folks fit right in after a while. They made a real effort to get acquainted in this town. But Grekas just stayed out there on that farm all these years. He never tried to be one of us. I've been working on this paper a lot longer than you. I know what's best. If you don't write what I tell you, then you don't work on this paper."

Since Richard wouldn't change his mind about wanting to see the story printed, he was fired.

Ten minutes later Richard was at the grocery store telling his father and some of their neighbors what had happened.

"Who'd you say the trouble was over?" asked his father.

"Old Man Grekas."

"Oh, him," said Mr. Porcelli. "Mr. Hughes was right, son. Don't worry about Grekas. He ought to be put in a home. He's very old."

"But Dad, he's not sick," replied Richard. "He's too old to run a farm, but he's not too old to work."

"Now, son," said Mr. Porcelli, "Old Man Grekas is different from the other people in town. He just doesn't fit in. Those crazy foreign clothes he wears! And half the time he doesn't understand what you say to him."

"That's right," said Mrs. Cook, one of Richard's neighbors. "You just forget Old Man Grekas. Who would hire him? I don't think he's even an American citizen. Your father's right. Old Man Grekas is a hopeless case. He just doesn't care to be like the rest of us. After all these years he can barely speak English!"

"Old Man Grekas understands English," replied Richard. "He just can't understand you if you talk too fast. After all, when hardly anyone ever speaks to him, how can he learn the language better?"

Besides, he knows a lot about planting and fixing things. Surely someone could use him."

"Look, son," said Mr. Porcelli, "ask Mr. Hughes for your job back. Let other people worry about Grekas. After all, we're older than you. We know what's best."

"Right," agreed the neighbors in the store.

Wrong, thought Richard, and he set out to prove it.

"Come on, John," said Richard as he walked out of the store. "I want you to help me put out my own newspaper."

The next day the two brothers delivered the *Breakthrough* all over town. Each copy was two sheets of ditto paper with printing on each side. There was only one story, with the headline "A Small Town."

When John and Richard stopped in the grocery store, it was as crowded as City Hall on election day. But there was no conversation, for Mr. Porcelli was reading from *Breakthrough*.

"And it goes on to say," said Mr. Porcelli, quoting from Richard's story. "All people should be given a chance. It shouldn't matter where they came from, what color they are, or how old they are. When my father first moved to Woodfield as a young man, people wouldn't give him a chance because he came from a foreign country. But my father believed in himself, and today everyone is his friend."

"We live in a small town. But a town is small only if people think small. Woodfield should be a big place to live in. It was big when my father was given a chance to start his grocery store."

Mr. Porcelli folded the paper and laid it on the counter. He looked at his friends and neighbors and his sons. Then he spoke: "We're not going to be a small town anymore."

Old Man Grekas soon left his farmhouse to go to his new job in town. He was the gardener Woodfield's garden club had been looking for. And Richard was the reporter Mr. Hughes wanted back on the newspaper. And John was the brother that Helen kept bossing.

"I'm two years older than you, John."

"I know, but when are you going to grow up?"

## BITTYBURG

by Jeanne Stoner

Bittyburg was a very, very small town. Most of the people who lived there didn't really mind. In fact, a lot of them said that they liked Bittyburg just because it was so small and quiet. But not everybody felt that way. The mayor and the men on the town council thought that Bittyburg should be a much larger place. The mayor said that life in Bittyburg would be much, much better if the town just had a factory.

"Why, look!" he said. "If we had a factory, more people could work. And then more people would have money to spend in the stores, and the government would have more taxes to spend. Why, with a factory," the mayor said with a dreamy look, "Bittyburg would soon be a great big place."

The men on the town council listened to what the mayor had to say, and they agreed that it would be a wonderful thing for Bittyburg to have a factory. "Why shouldn't we have one?" they asked. "Other towns do. A factory would mean progress. And we're all for progress."

So the mayor and the men on the town council worked out a plan. They wrote to Mr. Fast, a businessman who was looking for a place to build a factory. And they told him all the reasons why he should build in Bittyburg.

"Dear Mr. Fast," the letter began. "We have some good news for you. We have heard that you want to build a new factory. We think that Bittyburg would be the perfect place. We have lots of land at a very low price. And we have lots of people who could work in your factory. They have all lived here a long time and would make good, steady workers. And just to show you how friendly Bittyburg will be to your factory, we will lower your taxes for three whole years! We think Bittyburg will be good for your factory and your factory will be good for Bittyburg."

Mr. Fast smiled when he read the letter. If all the things it said were true, Bittyburg might be just the place to build his factory. He packed his bag and flew right off to Bittyburg.



Of course, he couldn't fly straight to Bittyburg. The airport was a long way away, near a big city. When Mr. Fast got there, he asked about trains running to Bittyburg, but he found out that the railroad didn't go to Bittyburg. So he rented a car and drove. It took him a long time to get there, because Bittyburg wasn't on the main highway.

When Mr. Fast did get to Bittyburg, he looked the town over for two whole days. He liked what he saw. He told the mayor and the town council, "It's certainly a nice town, and the weather is just fine. And I've found the land I need at a very low price."

The mayor and the men on the town council jumped with glee. Bittyburg would have its factory!

"Of course," said Mr. Fast, "there are a few things that will have to be done, and we had better get going on them right away."

"What in the world has to be done?" cried the mayor.

"My goodness!" said Mr. Fast. "You certainly must see that there will have to be some changes made before I can build my factory. Your waterworks is only big enough for Bittyburg as it is. My factory needs water to cool its machines, and water to wash its materials, and for all sorts of things. Why, my factory alone would use almost as much water as the whole town of Bittyburg does now."

The mayor frowned. All the men on the town council frowned.

"Well," said the mayor, "we might be able to build a bigger waterworks, but it will cost the town a lot of money."

"Fine," said Mr. Fast. "Now, about your roads. I noticed that

you can only get to Bittyburg by road. And you're not even on the main highway. I'll have to have bigger and better roads for my trucks to bring in materials and take away our products."

The mayor looked at the men on the town council and they looked back at the mayor. "New roads!" cried one of the men on the council. "Where would we get the money for that as well as a waterworks? We would have to raise taxes!"

But Mr. Fast went right on. "And you will probably have to have more schools, too. The workers who come to work in my factory will have children, and they'll want good schools."

"But we thought our own Bittyburg people would work for you. We have enough schools for their children now," said the mayor.

"Oh, no!" said Mr. Fast, shaking his head. "The people here in Bittyburg are good, steady workers and some of them could work in my factory, but I'll need many specialists with lots of training. I'll have to bring people from the city, where there are many specialists with many skills. In fact, the more we talk, the more I wonder if building in Bittyburg wouldn't be a mistake."

The mayor and the council looked very sad. Then the mayor said, "It seemed like such a good idea. But a new waterworks, new roads, new schools, and new people are just too much for Bittyburg to handle. And there would be too many trucks in the streets and people we didn't know! Maybe Bittyburg should stay just as it is."

"Yes," said the councilmen all together.

"I guess you're right," said Mr. Fast, and bid them goodbye.

And so Bittyburg stayed just as it was. It was small, but the people were happy.



## CHAPTER 4: Farm Neighborhoods

### COMPONENTS

#### Student Text

Picture Spreads pp. 20-21, 28-29, 36-37, 44-45      Chapters 1, 2, 3, and 4  
p. 72/1

Picture Spread pp. 44-45      *Farm Neighborhoods*  
p. 72/3

Episode pp. 48-49      *Dust Bowl Days*  
p. 74/1

Case Study pp. 46-47      *Winter Hits the Ranch*  
p. 75-76/3

#### Recording

*Should the Thompsons Move?*  
p. 76/6

#### Problems Book

*Rural Neighborhoods Specialize*  
p. 19      p. 72/2

*Farms Are Far Apart*  
p. 18      p. 74/4

*Farming Is a Business*  
p. 20      p. 76/5

### MAJOR IDEAS

A. The nature of farming causes farmers to live far from each other, from cities, and from the marketplace, but they help each other, have common interests, and share information.

B. Since the farmer's well-being is dependent on many factors over which he has little or no control (fertility and location of land, climate, market demands), the government helps him in many ways (education, price control of farm products, distribution of information concerning markets, weather, and crop growing).

C. As a result of improvements in technology, mass communication, and transportation, rural neighborhoods are changing.

*Summary:* A rural neighborhood is usually a sparsely settled neighborhood composed of farmers and their families who live on farms that are far apart. Rural neighborhoods are gradually changing as a result of improvements in technology, mass communication, and transportation.

## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

<b>Spatial Orientation</b>	See <b>A-2: Problems Book</b> See <b>A-3: Student Text</b> See <b>A-4: Problems Book</b>		
<b>Time Orientation</b>			See <b>C-7: Other</b>
<b>Research Orientation</b>	See <b>A-6: Community Resources</b>		See <b>C-1: Art and Music</b> See <b>C-2: Other</b>

### LANGUAGE ARTS

<b>Stories and Poems</b>	Story: <i>Jacob Friesen</i> p. 74/5 Story: <i>On the Move</i> p. 74/7	Story: <i>Craig's Farm</i> p. 75/3	
<b>Creative Dramatics</b>			Simulation: Advances in farming methods p. 76/4

### ART AND MUSIC

			Art: Prepare display of farm equipment p. 75/1
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### MISCELLANEOUS

<b>Community Resources</b>	Field trip: Life on a farm p. 74/6	Speaker: Government education projects p. 75/4	
<b>Other</b>		Discussion: Risks farmers face pp. 74-75/2 Discussion: How farmers keep informed p. 75/5	Committee report: Costs of farm equipment p. 75/2 Descriptions: Farming in the future p. 76/7



## CHAPTER 4: Farm Neighborhoods

### Statement to the Teacher

It is important that your students recognize the unique characteristics of the rural neighborhood. During their study of this chapter they should develop comparisons between neighborliness in rural areas and that in big cities, suburbs, and small towns. They should discover that despite the greater distance that separates neighbors in rural neighborhoods, the common interests of farm families serve to bring them close through the spirit of cooperation.

Your students should become aware of those neighborhood problems that affect both rural and urban residents. As a result of increasing farm productivity and the increasing size of farms, families have left their farms and moved to cities. Problems such as overcrowding and the difficulty of finding jobs matched to the skills developed in farming communities have often resulted.

In presenting this chapter, introduce your students to both the good and bad aspects of rural life. Also stress the range of conditions that may exist. Some farmers have become increasingly affluent and have adopted life styles similar in many respects to those of their urban counterparts. Others, however, face many hardships in their attempts to earn a living from small farms with poor soil and inadequate machinery.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , review of picture spreads . . . . .	<b>A-1</b>
	<b>PB</b> , "Rural Neighborhoods Specialize" . . . . .	<b>A-2</b>
2.	<b>PB</b> , "Farms Are Far Apart" . . . . .	<b>A-4</b>
	<b>TRG</b> , story . . . . .	<b>A-5</b>
3.	<b>Text</b> , "Farm Neighborhoods" . . . . .	<b>A-3</b>
4.	<b>TRG</b> , field trip . . . . .	<b>A-6</b>
5.	<b>Text</b> , "Dust Bowl Days" . . . . .	<b>B-1</b>

	<b>TRG</b> , discussion . . . . .	<b>B-2</b>
6.	<b>Text</b> , "Winter Hits the Ranch" . . . . .	<b>C-3</b>
	<b>PB</b> , "Farming Is a Business" . . . . .	<b>C-5</b>
7.	<b>Recording</b> , "Should the Thompsons Move?" . . . . .	<b>C-6</b>
	<b>TRG</b> , simulation . . . . .	<b>C-4</b>
8.	<b>TRG</b> , descriptions . . . . .	<b>C-7</b>

### Vocabulary

climate	ranch
farm	rural
government aid	specialization, specialized
marketplace	

### Bibliography

#### FOR THE TEACHER

Schreiber, William. *Our Amish Neighbors*. Chicago: Univ. of Chicago Press. An attempt to understand the Amish people and their way of life.

#### FOR THE CHILDREN

Chandler, Edna Walker. *Cowboy Andy*. New York: Random House. Story of Andy, a city boy, and his visit to a dude ranch, where he learns to ride a horse and help with the chores.

Clark, Ann Nolan. *In My Mother's House*. New York: Viking Press. About an Indian village, the people who live in it, and their way of life.

De Angeli, Marguerite. *Yonie, Wondernose*. Garden City, N.Y.: Doubleday. Yonie, a Pennsylvania Dutch boy, helps save the animals when an electrical storm sets the barn afire.

Floethe, Louise L., and Floethe, Richard. *Cowboy on the Ranch*. New York: Scribner. Conveys the loneliness of the cowboy's work; explains the rounding up of steers for market and the cowboy's winter jobs.

———. *Farmer and His Cows*. New York: Scribner. Points out how machines aid the farmer; tells the things a farmer must know about operating and maintaining new equipment; shows that the farmer must have considerable savings to buy equipment.

Greene, Carla. *I Want to Be a Farmer*. Chicago: Childrens Press. About being a farmer.

Ipcar, Dahlov. *Ten Big Farms*. New York: Knopf. A city family, before deciding what kind of farm to buy, visits many specialized farms and learns all about each one.

Lenski, Lois. *Cotton in My Sack*. New York: Dell. A story about life among sharecroppers, tenant farmers, and farm owners of the cotton belt.

———. *Judy's Journey*. Philadelphia: Lippincott. Judy and her family are migrant workers who follow the crops along the Atlantic seaboard to pick them.

———. *The Little Farm*. New York: Walck. About the many machines Farmer Small uses to produce the fruits and vegetables he sells at his roadside stand.

———. *We Live in the Country*. Philadelphia: Lippincott. A collection of independent stories dealing with the different styles of living in the country.

Payton, Evelyn. *Farm Helpers*. Chicago: Melfont. Shows how a farm is maintained by the efforts of many individuals who work together.

Schlein, Miriam. *City Boy, Country Boy*. Chicago: Childrens Press. A small boy discovers that city and country are pleasant places to live.

Solveig, Russell P. *Farm*. New York: Parents' Magazine Press. How people live and work on a farm.

Sorensen, Virginia. *Plain Girl*. New York: Harcourt Brace Jovanovich. "Forced by law to attend public school, a little Pennsylvania Amish girl begins to question the strict traditions of her people, but in the end appreciates her family and religion more than ever."

Tresselt, Alvin. *Sun Up*. New York: Lothrop, Lee & Shepard. Conveys a feeling for nature in a farm setting, along with an account of the day's activities.

#### MATERIALS OF INTEREST TO THE TEACHER

The following companies will provide pictures of a wide variety of farm equipment used today:

*Allis-Chalmers Manufacturing Company*, Box 512, Milwaukee, Wis. 53201.

*Deere & Company*, John Deere Rd., Moline, Ill. 61265.

*Ford Motor Company, Tractor Division*, 2500 E. Maple Rd., Birmingham, Mich. 48008.

*International Harvester Company*, 401 N. Michigan Ave., Chicago, Ill. 60611.

*Masey-Ferguson, Inc.*, 12601 Southfield Rd., Detroit, Mich. 48223.

#### FILM

*One Day on the Farm*. 11 min., sound, b & w \$55, rental \$2.15; color \$100, rental \$3.40. Coronet, 1955. Describes the events of a fall day on a farm. Shows the farmer and his family performing such tasks as milking, collecting eggs, feeding cows, and harvesting corn.

#### FILMSTRIPS

*Farmer and City Man Need Each Other*. Color, \$6. Curriculum Materials Corporation. The interdependence between farm and city life is portrayed.

*Life on a Farm* (series 6). Color, \$36 for set, \$6 each. Encyclopaedia Britannica Films. Babs and Steve, city children, visit a farm and learn all about farm life: milking the cows, gathering eggs, haying, picking vegetables and fruit, and feeding the animals.

## ACTIVITIES

**Major Idea A:** The nature of farming causes farmers to live far from each other, from cities, and from the marketplace, but they help each other, have common interests, and share information.

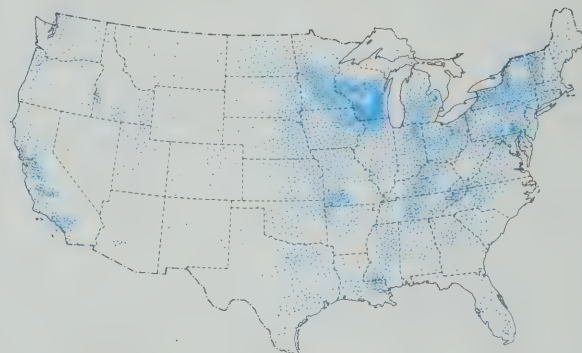
1. **To discover the differences between rural, urban, suburban, and small-town neighborhoods,** the students should study the picture spreads that introduce Chapters 1, 2, 3, and 4 in the text. Discuss the differences in land, streets and buildings, and people. Point out that although people in rural neighborhoods live far apart, they have many common interests.

*As a result of this discussion the students should be able to create a display comparing the use of land and the development of streets and buildings in the four types of neighborhoods.*

2. **To demonstrate the fact that rural neighborhoods specialize,** have the students complete exercise 4-B in their Problems Book.

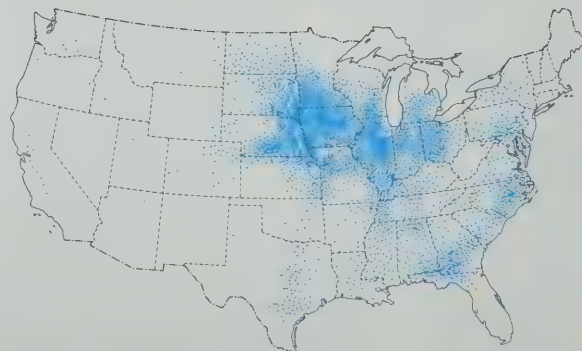
3. **To discover that farmers specialize according to their location in terms of climatic conditions and proximity to markets,** the students should study the picture spread "Farm Neighborhoods," on pages 44 and 45 in the text. Referring to a large wall map of the United States, help the students find the general location of each of the farms pictured. (See maps that follow this activity for help in locating areas of production for specific farm products.) Discuss which of these farms specialize because of climate and which specialize because they are close to where they market their products. Point out that farmers specialize in such products as wheat, cotton, sheep, and beef cattle because of climate, whereas dairy and truck farmers usually specialize because they are close to markets. *As a result of their discussion the students should be able to place each of the farms pictured in a logical location on an outline map of the United States and tell why it would be located where they have placed it.*

### Where Dairy Products Are Produced



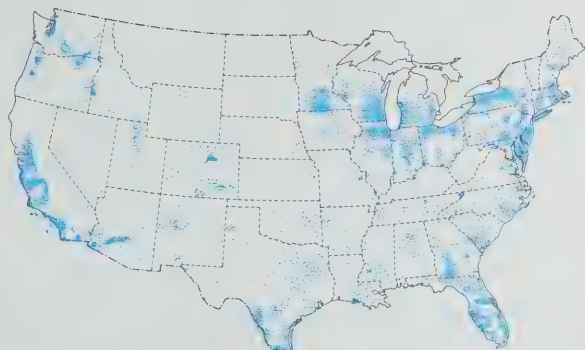
Each dot = 5,000 dairy cattle  
Total U.S. 16,522,026

### Where Corn Grows



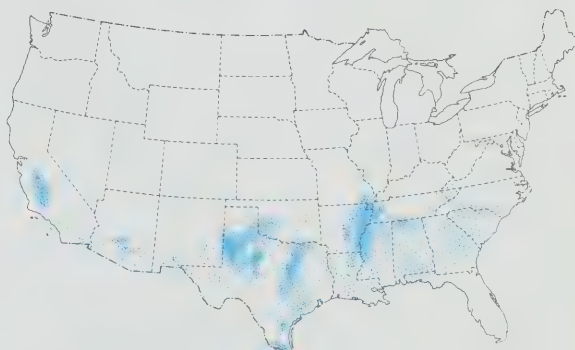
Each dot = 20,000 acres  
Total U.S. 79,616,031

### Where Vegetables Grow



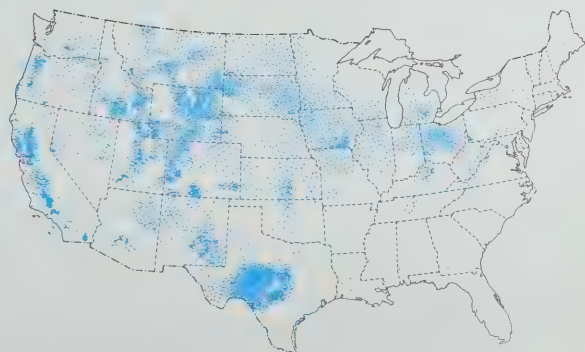
Each dot = \$100,000 crop value  
Total U.S. \$645,095,047

### Where Cotton Grows



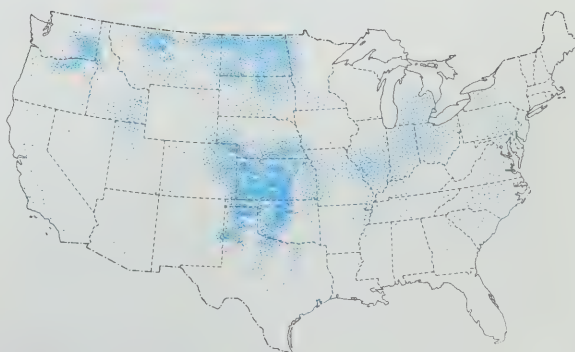
Each dot = 10,000 acres  
Total U.S. 14,649,264

### Where Wool Is Produced



Each dot = 50,000 pounds  
Total U.S. 187,730,045

### Where Wheat Grows



Each dot = 20,000 acres  
Total U.S. 49,566,924



4. To demonstrate the fact that in rural neighborhoods homes are surrounded by farm buildings and farmland, so neighbors live far from each other, have the students complete exercise 4-A in their Problems Book.

5. To develop a sense of how rural families share a feeling of neighborliness even though they may live far apart, read the story "Jacob Friesen" (pages 77 through 78) to the class. Be sure first to acquaint the students with background on a neighborhood such as the Amish one described in the story (see Bibliography). After reading the story, lead a class discussion by asking such questions as the following:

- In what ways did the behavior of Jacob's neighbors differ from that of the town boys?
- How did Jacob's neighbors help him?
- Might the town boys have behaved differently had they taken the trouble to get to know Jacob instead of just picking on him because he was different?

*As a result of this activity the students should be able to create original endings to the following sentence: "Being neighborly means . . ."*

6. To gain a better understanding of life in a rural neighborhood, the students can take a field trip to a farm. If possible, choose a farm that specializes in a few products, as specialized farming is becoming more prevalent in most parts of the country. Ask the farmer to discuss the machinery he uses, its cost and maintenance, his reliance upon weather conditions, and how he markets his products. Have him discuss how his farming methods differ from his grandfather's (or those used two parents ago), particularly in terms of how specialized farming differs from generalized farming. He might also discuss how his family's life is similar to and different from that of families who live in cities, suburbs, and small towns.

*As a result of the field trip the students should be able to draw a series of illustrations emphasizing the major concepts they learned. These can be placed in a display entitled "Our Visit to Mr. \_\_\_\_\_'s Farm."*

7. To illustrate some of the problems faced by a child in a family of migrant farm laborers, read the story "On the Move" (pages 78 through 79) to the class. Use the following questions as guides to discussion:

- Would you call the camp in which the Ramoz family lived a neighborhood?
- How would you describe the Ramozes' living conditions?
- What decision did Mr. Ramoz make when offered a job in town? Do you believe it was the right decision?

*As a result of this activity the students should be able to create a picture sequence that illustrates how thousands of migrant laborers, such as Mr. Ramoz and his family, live.*

**Major Idea B:** Since the farmer's well-being is dependent on many factors over which he has little or no control (fertility and location of land, climate, market demands), the government helps him in many ways (education, price control of farm products, distribution of information concerning markets, weather, and crop growing).

1. To discover how the well-being of people who live in rural neighborhoods is dependent on factors over which they have little or no control, the students should read the episode "Dust Bowl Days," on pages 48 and 49 in the text. After discussing how the dust storms affected the lives of people living on farms in that area of the country, have the students create a two-part display, representing farming before and after the Dust Bowl storms.

*As a result of this activity the students should be able to describe their display.*

2. To illustrate the many risks all farmers must face, lead a class discussion about a number of natural hazards encountered by farmers. Have the students list as many of the natural risks as they can think of that may be involved in a livelihood dependent on nature. Then have them prepare a mural representing such hazards as floods, tornado, frost, drought, plant or animal diseases, and insect pests. The mural might be entitled "Farmers Have to Face Many Risks."

*As a result of this activity the students should be able to state how the risks that farmers face differ from those of other businessmen of this activity.*

- 3. To illustrate the conditions faced by many farmers who earn barely enough income,** read the story “Craig’s Farm” (pages 79 through 80) to the students. Use the following questions to guide a class discussion:

- Are the Craigs a poor, middle-income, or rich family?
- Did the Craigs ever have to go hungry? Why not?
- What kinds of problems did the Craigs and their neighbors face?
- What were some of the reasons Mr. Craig thought about moving to a large city? What were some of the reasons he did not want to move?
- What problems might the Craig family face in the city?

*As a result of this activity the students should be able to create a picture sequence or an original story about some of the problems faced by poor rural families.*

- 4. To discover how the government aids farmers through education projects,** invite a representative of the county extension service to talk to the students. Ask the speaker to describe several ways the extension service helps farmers and their families improve their lives.

*As a result of this activity the students should be able to list several education projects that were described by the speaker.*

- 5. To point out how important it is for a farmer to keep informed,** discuss the following questions with the students:

- Why is it important for a farmer to know about the weather? How does he find out?
- Why should he know about prices? How does he find out? (*Market news on radio or television, newspapers, the local grain dealer*)
- If a farmer wants to know how to build a new chicken house or produce a new crop, what can he do? (*He might*

*talk to the county agent, who would advise him and give him descriptive booklets published by the government.)*

*As a result of this discussion the students should be able to create a series of short sociodramas, each illustrating one of the ways a farmer gets information necessary for the successful operation of his business.*

**Major Idea C:** As a result of improvements in technology, mass communication, and transportation, rural neighborhoods are changing.

- 1. To illustrate the wide variety of farm equipment used today,** have the students prepare a display using pictures from magazines or from farm-machinery brochures and catalogs. You can obtain illustrated advertising materials from large companies (see Bibliography) or from local farm-implement dealers. The pictures and descriptions in the display might include equipment that is particularly useful in certain regions, such as cotton-picking machines in the South, wheat combines in the Great Plains states, and milking equipment in dairy states. *As a result of this activity the students should be able to identify several kinds of farm equipment and explain how each is used.*
- 2. As a follow-up to the preceding activity,** send a committee to a local farm-implement store to view some machinery and find out its cost. Have the committee report its findings to the class. Then lead a class discussion about the expense of modern farming equipment and why it is necessary to have a large farm in order to make the best use of the machinery.
- 3. To discover that farming and ranching operations are becoming increasingly dependent on big, expensive machines,** the students should read the case study “Winter Hits the Ranch,” on pages 46 and 47 in the text. Use the following questions as guides to discussion:
  - Is Mr. Jackson’s ranch large or small?
  - What machines were particularly important to him in the story?

- What other kinds of machines do you think he needs for his ranching operations? (Guide the students to consider the machines required for transportation, feeding the animals, and maintaining the property.)
- Do you think these machines cost a little or a lot to buy and to operate?
- If Mr. Jackson had owned a small ranch, could he afford these machines? What do you think might have happened to Mr. Jackson's business if he had not had the use of the helicopter?

*As a result of this activity the students should be able to conclude, in their own words, that ranching is a big business venture that involves a large investment in machines, buildings, and land.*

4. **To demonstrate why fewer farmers are needed today**, have the class visit a historical museum to see the simple farming equipment used long ago. If this is not feasible, show pictures of farm machinery, both old and new, from encyclopedias. Then ask two students to act out the following simulation. (Thirty-eight cutouts of baskets of food should be prepared beforehand by the class.)

*Scene 1.* One student should play a farmer of a few decades ago, before tractors were widely used and when less was known about the use of fertilizers and good seed. He pretends that he is plowing his field with a horse-drawn plow. After planting and harvesting his crop, he picks up seven of the food baskets; he keeps one of the food baskets for himself and sells the other six.

*Scene 2.* Another student should play a modern farmer, pretending to use a tractor to work the same field. He picks up thirty-one baskets of food, keeping one and selling the other thirty baskets.

Then lead a discussion of the reasons for today's greater production of food by fewer farmers. Point out that technological advances have produced better machinery, while advances in

scientific fields such as botany, biology, and chemistry have produced harder and more productive seeds, better fertilizers, and more effective pesticides. The discussion should also bring out that since fewer farmers are needed today, many have moved to towns and cities and entered other occupational fields.

*As a result of this activity the students should be able to create a two-part pictorial display entitled "Farming Two Parents Ago and Today."*

5. **To demonstrate that as farming becomes big business, rural neighborhoods change**, have the students complete exercise 4-C in their Problems Book.
6. **To discover that farm neighborhoods are changing because prosperous farmers are buying out less prosperous ones**, the students can listen to the recorded story for Chapter 4.
7. **To help the students speculate about farming in the future**, tell the students about experimental machines and methods such as the following:
  - One farm-equipment company can wire a field so that driverless machinery can work the field.
  - One method of planting uses an all-purpose attachment on the tractor that plants seeds, spreads fertilizer, and sprays against insects and weeds.
  - Vegetable-picking machines have been developed that can determine which vegetables are ripe.
  - Scientists are working on developing dwarf trees that can grow as much fruit as large trees. This would result in larger crops per acre of land and would simplify the use of machines in harvesting crops.

*As a result of this discussion the students should be able to create pictures illustrating their own versions of the farm machines of tomorrow.*

**JACOB FRIESEN***by Leon Trachtman*

Jacob Friesen is nine years old. He lives on a farm in Pennsylvania where his father grows tobacco, wheat, and corn and has many cows. His mother has a garden near the house and she grows peas, beans, squash, tomatoes, carrots, lettuce, onions, turnips, and pumpkins.

Jacob is a big help on the farm. He helps take care of the cows and does many other jobs for his father.

Jacob looks like his big brother, Marcus. Jacob and his brother both look like John Altfeld, who lives on the next farm, and like Ben and Peter Moyer, who live down the road. These boys seem to look alike because they all dress alike. They all wear broad-brimmed black hats, dark gray or blue coats and trousers, and black suspenders. They all wear their hair in the same way—long in back and cut straight across.

One day Jacob's mother sent him to town to buy a ten-pound sack of sugar. She needed the sugar for canning the pears and peaches the family grew. Jacob walked down the road past the Altfeld farm, past the schoolhouse near Henry Bauer's farm, and down to the crossroads near Simon Moyer's farm.

When he got to town, Jacob bought the sugar at Mr. Link's grocery store. As he left the store and started walking up the street toward the road that led home, some town boys saw him. These boys didn't like Jacob or his brother, or John Altfeld, or the Moyer boys, or any of the other boys who wore broad-brimmed black hats and dark coats and trousers. They did not know why they didn't like them. They just didn't.

They began to make faces at Jacob, and yell and poke at him. "Yah, yah, Dutchie," they yelled, and one of them poked a stick into Jacob's sack of sugar.

Jacob started to run away, but all the sugar spilled out of the hole the boy had made with the stick.

Another of the boys took Jacob's black hat and ran away with it. And another grabbed him and tore his coat when he tried to get away.

Finally Jacob did get away. He ran out of town and up the road. He was still crying from hurt and anger when he reached the crossroads near Simon Moyer's farm.

Mrs. Moyer was leading her cows to the barn to be milked when she saw sad little Jacob.

"Jacob Friesen," she said, "what has happened to you?"

Jacob sobbed out his story of what the town boys had done.

"Na, na," said Mrs. Moyer. "Come in the house, Jacob. Patching your coat I'll do so's your ma won't be mad. My, my, those bad, bad boys."

Jacob sat in the big cool kitchen and drank a glass of milk and ate some of Mrs. Moyer's pastry while she neatly sewed the tear in his coat.

Jacob felt much better as he left the Moyer farm. He trudged on up the road past Henry Bauer's farm. Mrs. Bauer looked up from picking beans in her garden.

"Jacob Friesen! Where is your hat?"

Jacob told Mrs. Bauer his sad story. She told him to come into her house and sit down. While he sat, she looked along the clothes pegs on the wall. In a moment she brought down a fine black hat, just like the one the town boys had taken from Jacob.

"My Paul, his head is growed too big for his hat, so you can take it, Jacob. We don't want your ma should be mad."

Jacob thanked Mrs. Bauer for the hat. He left her house and walked up the road toward his home. He was almost there when he saw Mr. Altfeld. Mr. Altfeld was loading baskets of peaches onto his big flat wagon. The strong black horses stood quietly, waiting to pull the wagon to the barn.

"Well, well, Jacob," said Mr. Altfeld, "you coming from town?"

"Yes," said Jacob.

"What you had to get in town?"

Jacob told Mr. Altfeld about the sugar he had bought and what had happened to it.



"My, my," said Mr. Altfeld. "You know, Jacob, we just been to town and we bought five ten-pound sacks of sugar. We got more than we can use. Why don't you just take one of them so's your ma can get on with her canning?"

Jacob thanked Mr. Altfeld, picked up the sack of sugar, and took it home.

Jacob's mother went on peeling peaches at the sink as Jacob came in and put the sack of sugar on the kitchen table. She did not look around as she spoke.

"I see Joseph Altfeld give you the sugar, and to the store I know you went."

Again Jacob told the story of his sad trip to town. His mother was quiet a moment and then she said kindly, "Na, na, Jacob. I don't want you should be sad. Best is God's love, and next best is good neighbors."

## ON THE MOVE

by Kathlyn Gay

The school bus pulled away and Juanita Ramoz waved a gay goodbye to her friend. Sandy would get off at the next stop by the neighboring farm.

Humming the tune for a Spanish dance, Juanita twirled and skipped. Her dark hair, parted in back and caught in bright yellow ribbons over both ears, bounced in rhythm. She couldn't remember a time when she'd been happier . . . not in all of her ten years.

She began to run down the dirt road to the farm where her mother, father, two older brothers, and a sister were working. Juanita could hardly wait to tell her family the good news that she had just heard.

"Mamma! Mamma! Guess what!" Juanita ran up to her mother, who was pulling onions from the field beside the road and tying them in bunches. "Sandy is going to give me a present!" she bubbled in Spanish.

"A present? From Sandy?" Mrs. Ramoz smiled. "But you've only known this Sandy since school started a few weeks ago."

"That's right. She's the girl who talked to me the first day on the bus. She helped me find my classroom, too. And now she's going to give me a kitten—a real live kitten!" Juanita said excitedly. "In a few days the mother cat that lives on their farm won't have to feed the kittens anymore. And then I can have one of them as a pet!"

"*Muy bien, muy bien,*" Mrs. Ramoz said tiredly and motioned for Juanita to follow her across the field back to the long building where they lived. The place had once been a chicken house and the farmer had cleaned it up, then divided it into many rooms. The Ramoz family had one room. About twenty other workers lived in the rest of the building. Usually the Ramoz family did not have close ties with people other than a few of the farm laborers who, like themselves, worked in the fields.

"I'm glad you've made a friend like Sandy," Mrs. Ramoz said to her daughter. "But don't get your hopes too high about the kitten," she warned as they went inside their quarters.

The room was crowded with bunk beds, a table, a few chairs, boxes and trunks, a small sink, and a hot plate. Mrs. Ramoz began washing up at the sink and ordered Juanita to do the same. It was time to prepare the evening meal.

Juanita hated to ask the question. But she forced herself to say the words: "You . . . you don't mean . . . we're going to . . . to leave soon? We aren't, are we?"

There had been steady work on this farm for the past four months. This was the longest time Juanita and her family had ever been in one spot. Her father had said they might stay in Indiana for the whole growing and harvesting season—from May through November. Then they would return to their home state of Texas, while other families would go back to places like Arizona or Florida for the winter months.

It was the same every year. The Ramoz family piled all their belongings—clothes, cooking utensils, bedding, and other things—in a small trailer behind their station wagon and moved from farm to farm in Indiana, Michigan, and Ohio. Everyone except Juanita, who was the youngest, worked. They hoed in the fields between rows of vegetables, or picked green beans and cabbages,

or pulled radishes and onions, or dug potatoes or, in late fall, packed vegetables in the warehouses.

"Mamma? We aren't going to leave?" Juanita asked again. Slowly she peeled some potatoes that her mother would cook in a pot with a little meat.

"I'm not sure," Mrs. Ramoz said at last. "That's for your father to decide."

Juanita bit her lower lip and blinked back tears. Then she murmured, "I wish we could live forever in a town or on a farm where we'd have neighbors like Sandy and her family. She's my best friend—my only friend!"

"*Sí, sí,*" Mrs. Ramoz said, putting an arm around Juanita. "Yes, yes," she said again. "But your father—"

"I want to stay here!" Juanita burst into tears. "Can't I stay until my kitten is ready to go with me?"

"We'll see, we'll see," Mrs. Ramoz soothed.

Later that night in her top bunk, Juanita listened to her parents talking on the other side of a partition that separated their area of the room from the children's part.

"A man in town offered me a job in the factory near here," Juanita's father said hesitantly. "But the work at the factory is unsteady and I could get laid off at any time. I guess when work is unsteady it's better at least to stick with work you know. I heard the farmers in Michigan are offering good money to harvest the cucumbers for pickles and the sugar beets are ready in Ohio. . . ."

Juanita didn't listen anymore. She rolled over on her stomach and pressed her face into her pillow so that nobody could hear her crying. It was all settled. She knew it. They would be moving on. It seemed like she cried all night long.

The next morning she begged to stay in bed. She felt sick. She couldn't get up and go to school. She just couldn't bear to say goodbye forever to her friend. Already she missed Sandy.

By late afternoon the Ramoz family was ready to leave. Other families were moving out too, but a few would stay until the end of November. Listlessly, Juanita climbed into the station wagon, shoving aside a large covered picnic basket on the seat.

Juanita started to grumble about the basket being in the way, when she noticed something. An envelope was tied to the handle, with her name written on it!

Quickly Juanita ripped the envelope open and pulled out a sheet of paper.

"Dear Juanita," she read aloud, happy that she had learned so many new English words this year. "I'm sorry I didn't get to see you today. Your mother told me you were sick. I wanted you to have your present. The kitten is inside the basket. It's the strongest one of the litter, so it will be O.K. Please write me. Your friend always, Sandy."

With a shout and a laugh and a few tears too, Juanita yanked off the cover of the basket. And sure enough—there was a tiny fluffy brown kitten, the color of sand. The kitten began to mew softly and Juanita reached inside to pick it up.

"I'll call you 'Sandy the Second,'" she said, and carefully cradled the kitten in her arms.

Juanita hardly heard the chatter of her brothers and sister as they scrambled in beside her. She just pressed into the corner by the door and rubbed her cheek against Sandy's soft fur. The station wagon rolled down the dirt road. This time it wasn't quite so bad to be on the move—as they had always been.

## **CRAIG'S FARM**

*by Leon Trachtman*

Nothing really made any difference for the Craig family. No matter what happened, their farm never seemed to earn enough money for them to buy the things they needed.

If it was a bad year, Mr. Craig couldn't grow enough corn to earn a decent income. If it was a good year for growing corn the price went down, and even though Mr. Craig sold a lot of corn, he made so little on each bushel that his total income was still small.

The Craigs lived on a small farm in central Kentucky. The farm had been in the Craig family for more than a hundred years. The

farmhouse—large, old, and weatherbeaten—was the only home five generations of Craigs had known.

Their neighbors to the north, the Oakleys, had had their farm for at least as long, and so had the McCutcheons, whose land curved around to the south and west of the Craig farm.

For as far back as anyone could remember, Craig and Oakley and McCutcheon children had walked together to the one-room school on the hillside beyond Potter's Hollow. For as far back as anyone could remember, the three families had helped each other in time of need.

When Mrs. McCutcheon had been so sick two years before, Mrs. Oakley and Mrs. Craig had prepared dinner for the McCutcheons for weeks. When the Oakley barn had burned, Mr. Craig and Mr. McCutcheon and their older sons had helped Mr. Oakley rebuild it. When Terry Craig had fallen off his horse and broken his leg, it was young Joe Oakley who had found him and ran for help, and it was Mr. Oakley who had carried him gently and tenderly back to his house.

The Oakleys and the McCutcheons had the same problems as the Craigs. Although they all managed to grow enough in their vegetable gardens to feed their families, there was never much cash income. It was always hard to see that all the children had clothing enough and shoes for the long, chilly winter walk to school.

They all faced the same problems in growing their crops. Spring might be too wet for plowing. Summer might bring drought or corn borers or corn blight. Hail might suddenly shred their vegetable gardens, and the tomato hornworms or the spotted cucumber beetles might eat more than their share of the vegetables.

Sometimes Mr. Craig thought about giving up the farm. He thought about other neighbors who had moved and taken jobs in Louisville or Cincinnati. Now they were city people. They no longer had to face the cold winter dawns and the blistering August noons on the farm. They no longer had to go out and search the sky for rain clouds in the middle of a July drought. They no longer had to fight the stubborn soil and the insects and the weather in order to earn a bare living.

But there were other things they no longer had. They no longer had neighbors like the Oakleys and the McCutcheons who were always ready to help in time of need. They could no longer see the wonder of an October sunset from a Kentucky hillside. They could no longer taste sweet, cold water fresh from a country spring.

When he thought of all these things, Mr. Craig always gave up the idea of moving to another place. Too many Craigs had worked this land for him to leave it. The joys it gave him and his family were worth more to them than money. He knew he could never leave.





## UNIT TWO: PLACES IN THE NEIGHBORHOOD

### Structure of the Unit

This unit is designed to help your students understand the roles played by four major segments of our economic system—housing, stores and offices, manufacturing, and raw materials production. Each of these economic subsystems is integrally involved in the successful operations of the neighborhood. Each is dependent upon the others for its success.

In each case the profit motive plays an extremely important role. If profits are high, businesses are encouraged to build houses, open stores and offices, build factories, and produce raw materials for the factories. If profits are low, businesses are discouraged. Profits are determined by the price and cost of production, so every producer wants to produce goods and services at the least cost and sell them at the highest price. Competition, however, controls the producer's power to charge any price he pleases.

The market does not always reflect the desires of the people. The price of a lot may encourage a use of land that is against the interests of the neighborhood. So laws are often passed that determine how land should be used. Or farm prices may be so low that society feels the farmer's share of the national income is unfair. In this case, the government may pass laws that enable it to supplement farmers' incomes.

Understanding the role of the market in our society is extremely important, not only for your students' comprehension of this unit, but also to provide a basis for the introduction of more sophisticated ideas in later units of level 2 and in subsequent levels.

### Unit Activities

1. **To introduce Unit Two**, have the students study the collage on pages 52 and 53. Then have them identify and discuss each scene. Discuss the functions of each of these places, both for people in and around the neighborhood illustrated.

*As the students study this unit they should be able to identify the portion of the collage that is related to the chapter they are studying.*

2. **To discover the meaning of the term *market***, the students can take part in an ongoing discussion throughout their study of the unit, periodically verbalizing the information they have gained about markets. During this unit, supplement the material by carrying out the following activities:
  - a. Discuss the want-ad section of your local newspaper, bringing out how this kind of advertising brings buyers and sellers together. Have the students identify the kinds of markets that are represented in the want ads.
  - b. Use the word *market* when discussing the interaction of buyers and sellers in each chapter. In Chapter 5, for example, use the term *housing market*.
  - c. Emphasize concepts and understandings pertaining to markets in activities for the following chapters:
    - Chapter 5, activities C-3, C-4, and C-5
    - Chapter 6, all activities in major ideas B and C
    - Chapter 7, all activities under major idea B
    - Chapter 8, all activities under major idea B.

*As a result of this activity the students should be able to recognize that a market is not merely a physical place, such as a store, but is a concept involving place, time, and the interaction of buyers and sellers.*

### Evaluating the Unit

**To evaluate the students' understanding of Unit Two**, have them turn to pages 86 and 87 in the text.

*As a result of the activities that were covered throughout this unit, the students should be able to analyze the illustrations to reach the conclusions given in the text.*



## CHAPTER 5: Homes

### COMPONENTS

#### Student Text

Picture Spread pp. 54-55	<i>Homes</i> <b>pp. 87-88/1</b>
Episode pp. 60-61	<i>Home Is Where You Live</i> <b>p. 89/3</b>
Case Study pp. 56-59	<i>What Should I Do?</i> <b>p. 90/5</b>

#### Recording

*Walter Gropius—the Teacher*  
**p. 91/8**

#### Problems Book

<i>Building Houses Is Costly</i> p. 21	<b>p. 89/1</b>
<i>Different Ways to Build Houses</i> p. 22	<b>p. 91/7</b>

### MAJOR IDEAS

A. Adequate housing is important to the neighborhood, the city, the state, and the nation.

B. Many people are forced to live in bad housing.

C. Through science, technology, and better design, industry and government try to build better housing for all the people.

*Summary:* The housing conditions in any neighborhood are important because they reflect the condition of the people in that neighborhood. Good housing results from the efforts of the people who built the neighborhood and those who live there.

## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

<b>Time Orientation</b>			See <b>C-7: Problems Book</b> See <b>C-10: Stories and Poems</b>
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### LANGUAGE ARTS

<b>Stories and Poems</b>			Biographical sketches: <i>Men, Ideas, and Homes</i> p. 91/9 Story: <i>The Old Farmhouse</i> p. 91/10
<b>Creative Dramatics</b>			Scenes: Producing houses pp. 90-91/6

### MISCELLANEOUS

<b>Community Resources</b>			Speaker: Public housing p. 89/2
<b>Other</b>	Discussion: Elements of good housing p. 88/2	Show pictures: Poor housing p. 88/1 Discussion: Reasons for and effects of poor housing pp. 88-89/2	Discussion: Demand for houses affects price of land p. 89/3 Present problems: Determining prices of houses pp. 89-90/4



## CHAPTER 5: Homes

### Statement to the Teacher

One of the most important factors in any neighborhood is the housing that shelters its residents. Housing exists in many forms: multiple-family dwellings or single-family homes; luxurious estates or simple structures; prefabricated, mass-produced dwellings; and one-of-a-kind designs. Nonetheless, all housing has the same basic functions. The goal of this chapter is to define those functions and how they are met. Through their study of this chapter your students will discover the importance of the housing conditions in a neighborhood. They may be a source of health, happiness, and safety or they may provide overcrowding, poor sanitation, and danger. Your students should be able to recognize how houses are similar and how they are different, both within and between neighborhoods. They should also recognize the ways in which some of the differences reflect the income, culture, and common interests of the people who live in the houses.

Designing and building houses and neighborhoods demands the efforts and skills of many workers. Your students should be able to recognize the opportunities offered by these occupations in terms of employment fields.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "Homes" .....	<b>A-1</b>
	<b>TRG</b> , discussion .....	<b>A-2</b>
2.	<b>Text</b> , "Home Is Where You Live" .....	<b>B-3</b>
3.	<b>TRG</b> , show pictures .....	<b>B-1</b>
	<b>TRG</b> , discussion .....	<b>B-2</b>
4.	<b>TRG</b> , discussion .....	<b>C-3</b>
	<b>PB</b> , "Building Houses Is Costly" .....	<b>C-1</b>
5.	<b>TRG</b> , speaker .....	<b>C-2</b>

6.	<b>Text</b> , "What Should I Do?" .....	<b>C-5</b>
7.	<b>PB</b> , "Different Ways to Build Houses" .....	<b>C-7</b>
	<b>Recording</b> , "Walter Gropius—the Teacher" ....	<b>C-8</b>
8.	<b>TRG</b> , biographical sketches .....	<b>C-9</b>

### Vocabulary

architect	expenses
builder	factories
building	houses
building materials	profit
design	real estate
employees	

#### FOR THE TEACHER

Leinwald, Gerald, ed. *Slums*. New York: Washington Square Press. Fifteen writers, sociologists and residents of the inner city attack the problems of slum housing, overcrowded run-down tenements, faceless projects, and discouraged tenants.

#### FOR THE CHILDREN

Adler, Irving, and Adler, Ruth. *From Caves to Skyscrapers*. New York: John Day. A story about all kinds of houses, in all times and in all places.

Bolian, Polly, and Schima, Marilyn. *I Know a House Builder*. New York: Putnam. Introducing a child to people who do different things.

Burchardt, Nellie. *Project Cat*. New York: Franklin Watts. Some children living in a housing project find and look after a stray cat.

Carter, Katherine. *The True Book of Houses*. Chicago: Childrens Press. Shows the building of a city house and the specialists involved: steam-shovel operator, concrete pourer, carpenter, plumber, electrician, furnaceman, and others.

Goodspeed, J. M. *Let's Take a Trip to Watch a Building Go Up*. New York: Putnam. Tells about various aspects of putting up a building.

Hader, Berta and Elmer. *The Little Stone House: A Story of Building a House in the Country*. New York: Macmillan. A family living in a city apartment have saved money to buy a house in the country. When they cannot find a house that meets their needs, they decide to build their own.

Hill, Elizabeth Starr. *Evan's Corner*. New York: Holt, Rinehart & Winston. Evan, one of a family of eight living in a two-room flat, wants a place of his own. His mother gives him a corner of the room as his own, but he eventually realizes that it's more fun helping his little brother with his corner. Realistic scenes of life in the inner city and a Negro family that lives there.

Krauss, Ruth. *The Big World and the Little House*. New York: Harper & Row. A family makes a home out of a deserted house.

Lenski, Lois. *High-Rise Secret*. Philadelphia: Lippincott. About all the different activities of children crowded into a low-income apartment project in a large city.

Miles, Betty. *A House for Everyone*. New York: Knopf. Appealing first-grade picture book about how housing needs vary among different family groups.

Provus, Malcolm. *How We Get Our Shelter*. Chicago: Benefic Press. Shows the variety of modern houses in the United States.

Rinkoff, Barbara. *Sandra's View: The Towers of Riverdale, New York*. New York: McGraw-Hill. About life in an apartment building in a suburb of New York City.

Shapp, Charles and Martha. *Let's Find Out About Houses*. New York: Franklin Watts. Kinds of houses in different parts of the world.

#### FILM

*A Different Kind of Neighborhood*. 22 min., 16mm, color, \$264, rental \$9. Universal Education & Visual Arts, 1969. The conflicts a fourteen-year-old boy faces when his family moves from a tenement community to a large housing project.

#### FILMSTRIPS

*Building a House*. 32 frames, silent with captions, color, \$6. Curriculum Materials Corporation, 1969. Shows all the steps that go into building a house, the people involved, and materials.

*Houses in Our Town*. Color, \$6. Curriculum Materials Corporation, 1971. A family looking for a place to live is the means for describing different types of houses, apartments, and so on, that can be found in the city.

*Planning a Home*. 29 frames, silent with captions, color, \$6. Society for Visual Education, 1971. The steps that go into choosing a home. A realtor, a contractor, and a banker are visited.

*Sights and Sounds of the Home*. 39 frames, with guide, color, \$7, individual records \$4, individual cassettes \$6. Society for Visual Education, 1971. After showing various types of urban and rural homes, the filmstrip depicts activities inside these homes.

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#### ACTIVITIES

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**Major Idea A:** Adequate housing is important to the neighborhood, the city, the state, and the nation.

1. **To discover that the places in which people live vary greatly in type, quality, and design**, the students can study the picture spread "Homes," on pages 54 and 55 in the text, and then participate in a discussion based on the following questions:
  - In which building do you think many families live?
  - What differences do you see in the ways the buildings are constructed?
  - Which houses do you think are built at their sites?
  - Which are built in factories? Why do you think some houses can be built in factories? (*Because either the parts or the whole house can be shipped to the site*)

- Do you think it costs more to build some homes than others? Why?

*After the discussion the students should be able to list several differences they have noted in the homes pictured (in terms of size or structure) and name at least three different types of homes.*

2. **To discover some of the elements needed for good housing and what is meant by the term,** the students can discuss the following points, which can be listed on the chalkboard:

*What Good Housing Provides*

- Space for cooking, eating, sleeping, keeping clean, family togetherness, a place to be alone
- Light, fresh air, running water, heat, electricity
- A healthy environment free from insects and pests; protection from the weather; freedom from fire hazards

During the discussion point out that the elements listed have also been noted and studied by doctors, architects, social workers, and people who make city laws. Many cities and towns have laws based on these ideas about good housing that builders and homeowners must follow.

*Afterward the students should be able to collect pictures from magazines to illustrate the various factors necessary to good housing and create a display under the heading "Good Houses Have. . ."*

**Major Idea B:** Many people are forced to live in bad housing.

1. **To show that many families do not have good housing,** collect pictures of urban slums and substandard rural housing from newspapers and magazines and display them for the class. Have the students study the pictures. Then lead a class discussion about the characteristics of poor housing, noting various aspects such as crowded conditions; dark and poorly ventilated rooms; few if any private baths; inadequate kitchen facilities; dirt and litter; and so on.

*Afterward the students should be able to list at least three characteristics of poor housing.*

2. **To discover some reasons for poor housing and its effect on individuals,** the students can again refer to the pictures collected for the preceding activity. Lead a discussion based on the following points:

- In many neighborhoods few new houses are built and the old ones must be used for a long time. Many old houses are not properly repaired, so they are in poor condition and lack good facilities.
- Families who live in a neighborhood with poor housing may stay there for many reasons. They may have low incomes and not be able to afford better housing; they may want to live in the same neighborhood as relatives and friends or to be near their jobs; or they may remain because other neighborhoods are not available to them because of discrimination. (Point out that although discrimination is very common, it is not in keeping with American ideals and some laws have been established in an attempt to overcome the problem.)

Continue the discussion, relating poor housing to the students' own living situations by asking them the following questions about the pictures:

- Would the housing pictured provide privacy for each member of your family? Why, or why not?
- Do you think the neighborhoods shown are clean and healthy? What do you see in the pictures that makes you think they are or are not?
- What do you think happens to people who live in unhealthy environments?
- How do you think people feel when they constantly live in a crowded place?
- Would you want to live in one of these neighborhoods?

*After the discussion the students should be able to make up a brief story based on one of the pictures, describing a fic-*

tional family living in the housing, giving reasons for the family's staying in the neighborhood, and telling how the family members feel about their home.

3. **To learn some of the ways that neighborhoods change**, the students can read the episode "Home Is Where You Live," on pages 60 and 61 in the text. Then have two students play the parts of Mr. Carter and Carl Benson, reading the dialogue from the episode as if they were conversing. Guide the two players to read with an interpretive approach, and then have the rest of the class discuss the various neighborhood changes described in the dialogue.

*Afterward the students should be able to construct a mural illustrating the sequence the neighborhood went through from the initial building of fine homes to its present run-down condition.*

**Major Idea C:** Through science, technology, and better design, industry and government try to build better housing for all the people.

1. **To demonstrate the fact that building houses is very costly**, have the students complete exercise 5-A in their Problems Book.
2. **To define some of the purposes and functions of public housing**, invite an official from the local housing authority or a local project director to speak to the class about the need for public housing and how it attempts to provide good homes for those who might otherwise not be able to afford adequate housing. Ask the speaker to bring pictures, if available, of a public housing area before it was cleared and after the new buildings were constructed.

*As a result of the official's visit the students should be able to cite several reasons why public housing is needed in many cities and towns.*

3. **To show how the demand for houses affects the price of land**, have the students review the pictures of various neighborhoods in the text: urban (Chapter 1, pages 20 and 21); suburban (Chapter 2, pages 28 and 29); small town (Chapter 3, pages 36 and 37); and rural (Chapter 4, pages 44 and 45). Lead a discussion based on the following questions:

- In which neighborhood do the most people live? the fewest?
- Where could a builder sell or rent the most houses?
- Where would the next-greatest demand for housing be? the next?
- Where do you think a builder would be able to sell the fewest houses?
- Would a builder be willing to pay more for land in a place where he can sell or rent many houses or where he can sell or rent only a few?
- Where do you think the price of land will be the highest? Why?

*After the discussion the students should be able to explain in their own words that the price of land is higher where there is a great demand for housing than it is where there is little demand for housing.*

4. **To analyze some of the factors that determine the prices of houses**, the students can discuss the problems described below and draw conclusions about each. Before presenting the problems, draw two groups of ten houses each on the chalkboard. Explain that each group of houses represents a neighborhood, then proceed as follows:

*Problem 1.* In one neighborhood mark four houses for sale; in the other mark one house for sale. Ask the students where they would look first if they wanted to buy a house at the lowest price. Discuss how *supply* affects prices. Lead the students to conclude that the more houses there are for sale, the lower their prices will be. Write the conclusion on the chalkboard.



*Problem 2.* Revise the drawings so that only one house is for sale in each neighborhood. In one neighborhood five people come to look at the house. Use stick figures to represent the potential buyers. In the other neighborhood only one person comes to look at the house. Ask the students which house would probably have the lower price. Discuss how *demand* affects price. Lead the students to conclude that the more people there are who want to buy a house, the higher its price will usually be. Write the conclusion on the chalkboard.

*Problem 3.* Revise the drawings to show two new houses for sale in a neighborhood, indicating that one is priced at \$30,000 and the other at \$10,000. Explain that the higher-priced house is made of more expensive materials than the other. Ask the students whether they think the *cost of materials* affects the price of a house. Lead them to conclude that the more it costs to produce a house, the higher its price will be. Write the conclusion on the chalkboard.

*As a result of this activity the students should be able to name at least three factors that determine whether prices of houses are high or low.*

- 5. To learn the relation between risk and profit, which builders must consider when building a large number of houses to sell,** the students can read the case study "What Should I Do?" on pages 56 through 59 in the text. Then in a discussion have them name the various steps Mr. Scalo took to build houses on the old Smith land. Ask each student to pretend that he is Mr. Scalo and tell what he would do about the farmland that Stan Jones wants to sell. Have them give reasons for their decisions, guiding them to emphasize the fact that the builder does not know whether he will be able to sell the houses at a higher price than the cost of building them; that is, building costs may increase faster than the demand for houses increases, which would cause the builder to suffer losses.

*Afterward the students should be able to conclude, in their own words, that if Mr. Scalo buys the Jones land he will be taking a great risk, since he cannot be sure he'll make a profit on houses built on the land.*

- 6. To dramatize the importance of planning, proper division of labor, and the use of competent specialists in the production of houses,** the students can act out the following scenes:

*Scene 1.* A builder hires five men, none of whom is a specialist, to build a house. The builder holds up a picture of the house he wants the men to build. The five men dig the foundation, build the house, install the plumbing and wiring, and so on. When the house is finished a family moves in, but nothing in the house works right. The family leaves the house to shop. When they return they find the house has collapsed because it was not properly planned and built.

*Scene 2.* The same builder holds up the same picture of a house, but this time he also has a blueprint. He lists the specialists he will need and places an ad in the newspaper to find them. The specialists (each labeled with his profession such as carpenter, excavator, and so on) answer the ad, and the builder hires them all at once. They begin work right away. But many must stand around waiting while various steps of the construction are under way (the carpenter must wait for the excavator to finish, the electrician must wait for the carpenter to construct walls, and so on.) The house is finally built properly, but it cost a great deal of money because the builder had to pay wages to workers even though they were just standing around waiting to do their jobs.

*Scene 3.* Once again the builder holds up a picture of the house he wants built and the blueprint, but this time he has a work schedule. First he hires an excavator and foundation men. While they are working he hires masons and carpenters, who begin work only after the foundation is finished. When the masons and carpenters are about

finished, the builder hires electricians and plumbers. When their work is almost complete, the builder hires plasterers and roofers in the proper sequence. This time the house is well built and does not cost as much because specialists were hired and the labor was scheduled in logical order.

*After the dramatization the students should be able to summarize in their own words why it is important to hire specialists and have them work in the proper sequence when building a house.*

7. **To demonstrate the fact that housing reflects the new ideas, discoveries, and inventions of architects and engineers,** have the students complete exercise 5-B in their Problems Book.
8. **To discover how innovative architects develop new techniques to build better houses for lower prices,** the students can listen to the recorded story for Chapter 5.
9. **To show how the advanced ideas of some architects become widely used,** read to the class the various biographical sketches entitled "Men, Ideas, and Homes" (pages 91 through 94). Have the students review the pictures of the Frank Lloyd Wright house and the Mies Van der Rohe apartment building on page 54 in the text. After reading each biographical sketch, discuss the ideas, designs, and inventions for which each person has become known. If possible, have the students bring in library books on different types of housing (see Bibliography) or cut out pictures from available magazines and newspapers that represent the various types of housing described in the biographical sketches.  
*As a result of this activity the students should be able to draw pictures showing the contributions of various men in the fields of architecture and home construction.*
10. **To show that many houses of the past are worth preserving as part of our heritage,** read the story "The Old Farm-

house (pages 94 through 95) to the class. Then lead a discussion based on the following questions:

- Do you think it was a good idea to keep the old Dyckman house in the urban neighborhood?
- Do you think the land on which the house stands could be sold at a high price?
- Why wasn't the house torn down and replaced with big apartment buildings?
- Are there old houses in your neighborhood or in other parts of your town that you think should not be destroyed? If so, why do you think these old buildings should remain standing?

*After the discussion the students should be able to create posters that have slogans and illustrations based on the theme "Save Our Heritage."*

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## STORIES

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### MEN, IDEAS, AND HOMES

*by Dorothy Senesh*

#### FRANK LLOYD WRIGHT

Many people think that Frank Lloyd Wright was America's greatest architect. Examples of his genius can be found in many states, including Wisconsin, Illinois, New York, and Pennsylvania. These houses, office buildings, museums, and churches continue to draw a stream of admiring visitors.

Come, let's visit one of the finest houses that Frank Lloyd Wright ever built. The house is called Falling Water because it is built over a waterfall.

Imagine that we are walking along a road through the Pennsylvania woods. High over our heads tall trees make a thick ceiling of leaves. The wind blows, making little openings in the leafy ceiling that sunbeams shine through. They shine on a soft, velvety

patch of moss with dry, curled-up leaves all around it. The bark of some of the trees looks as smooth as satin. The bark of other trees is rough.

We come to a bend in the road. What will we find around the bend? Surprise! Our road goes uphill! On one side of the road huge rocks are piled up a hillside. A little farther on, we hear a sound that begins to grow louder and louder. At last our road brings us out into the bright sunlight and we see a bridge with a stream rushing under it.

Stone walls are standing in the water; they go straight up, up to make a house two stories high. This is Mr. Wright's Falling Water house.

Two enormous, smooth concrete balconies, one above the other, spread around the rough stone walls. The balconies are bright and sunny, but the space between them looks dark as a cave. If you look closely, you can see through glass windows into the big living room. You can see a big fireplace, made of the same rough stones as the outside walls. On the floor in front of the fireplace is the flat nose of a great rock that must have been on the hillside for ages. Mr. Wright did not blast it away. He built the living room around the rock, and then he honored it by making it the hearthstone for the fireplace.

We cross over the bridge and look up. Over our heads is a low roof with slits in it. Vines grow across it, and trees and bushes grow right up through it. Under this roof in a dark corner—dark enough to be a cave—is the big door to the house.

But where is the waterfall? Come, let's go back across the bridge and into the woods. We can crawl down the steep hillside to the edge of the stream. We look up toward the house. And there, under the big balcony, the water falls, crashing and splashing, over a big rock. The house looks as if it grew right out of the hillside.

Mr. Wright wanted all his houses to look as if they were part of the outdoors. He liked to use natural materials such as stone and wood. Today architects use many of his ideas. When you see a ranch-type house or a carport, for example, you will know the idea came first from Frank Lloyd Wright.

## LE CORBUSIER—ARCHITECT, SCULPTOR, ARTIST

About eighty-five years ago a boy was born in a lovely valley of the Swiss mountains. He was called Charles Jeanneret, but when he grew up he used the name Le Corbusier in his work. Along with Frank Lloyd Wright and Ludwig Mies van der Rohe, Le Corbusier is one of the great names in architecture.

Le Corbusier's father and grandfather were fine watchmakers. They wanted the boy to become a watchmaker too. But he was more interested in painting, sculpture, and architecture.

Le Corbusier went to France to study with a famous architect. While there he learned of a way to produce strong man-made rock by adding steel to concrete. Now, big buildings could be held up by pillars of concrete with steel inside them. Walls no longer had to be made of material strong enough to support a building. They could be made of glass.

On a trip to Germany, Le Corbusier studied new factory buildings made of steel and glass. He thought the design of these buildings was beautiful because they were so simple. While in Germany he met another young architect who was as interested in the new buildings as he was—Ludwig Mies van der Rohe.

Most of Le Corbusier's work was done in Europe. He was also interested, though, in what American architects were doing. He saw pictures of grain elevators and big bridges in the United States. He liked their clean, practical design.

The more Le Corbusier saw, the clearer it became to him what kind of houses he wanted to design. If walls were no longer needed to hold up buildings, the houses didn't have to be square with strong corners. Walls could curve, and there could be windows where strong corners used to be.

From the outside, the houses Le Corbusier began to design looked like pieces of sculpture. Inside there were few walls. Instead of many rooms, he liked big, open spaces in which one could move around.

Le Corbusier designed big apartment buildings as well as houses. One of his buildings stands off the ground on many strong pillars

of concrete with steel inside. This leaves a place under the building where people can walk.

The building is fifteen stories high and has more than three hundred apartments. Each apartment in the building has its own balcony, painted red, yellow, or blue. Each living room is large, and a part of it is two stories high. The seventh and eighth floors are a shopping center so that people can shop without even going out of the building. On the roof of the building is a park where the neighbors can gather. This park has benches, a swimming pool, and a restaurant. It even has a playground with caves and tunnels of concrete.

Le Corbusier's most famous buildings are in Europe. But soon young architects from all over the world began studying them. That's why now in every country, one can see many of the ideas that made Le Corbusier famous.

### BUCKMINSTER FULLER—THE INVENTOR ARCHITECT

Buckminster Fuller is an architect and an inventor. Early in his career he began to think a lot about the problem of providing good housing for the world's people. He knew that if people don't have proper houses, their health and work suffer. Mr. Fuller always liked to look to the future. What if new tools and machines were invented? What if new building materials were discovered? Then it would be possible for everyone to have a good house.

Many years ago, Mr. Fuller designed a house to be made of aluminum, because aluminum is so light in weight. But in those days no one knew how to make aluminum strong enough for a house. Builders laughed at Mr. Fuller and said, "Aluminum is for pans and ashtrays!" But only a few years later someone invented a way to make aluminum strong.

Mr. Fuller wanted the houses he designed to be comfortable and convenient. They would have TV and air conditioning. Laundry machines would wash and press dirty clothes and put the clean clothes back into the closets. Water would not have to be piped into

the houses; the water in the house could be cleaned and used over and over again.

One of the houses Mr. Fuller designed looks like an orange cut in half and laid on its flat side. It is made of a steel net that can be covered with plastic, nylon, or other materials. It is much stronger than it looks. One of these dome houses has been used for a radar station on the top of a mountain. One day the wind screamed and howled over the mountain and knocked down trees. But it could not disturb the dome house on the mountaintop.

Many of these dome houses have been carried by airplane to the faraway North where angry winds scream all the time. There they make warm and safe houses for weathermen, scientists, and soldiers.

Some dome houses are being used for roundhouses where railroad engines are worked on. Some are being used for banks and theaters. One dome house has been moved to several different places; it has been used as a huge hall for special shows.

Buckminster Fuller has many more ideas about the world of tomorrow. Can you imagine that someday it may be possible for a builder to telephone a machine about what kind of house he wants built? Can you believe the machine will then design that house, will direct other machines to produce it, and will then send it by helicopter to the place it is wanted?

Can you imagine that many people may live in lightweight houses that will be flown about the sky by helicopters?

Can you imagine that someday enormous domes can be built over whole cities so that the weather underneath will always be the same?

Buckminster Fuller believes that science and machines can make many of these things possible. Perhaps by the time you grow up, some of them will have come true.

### LUDWIG MIES VAN DER ROHE

When Ludwig Mies van der Rohe was growing up in Germany, he liked to watch his father at work. His father was a stonemason.



The boy noticed how carefully a stonecutter has to work. If he makes a mistake when he is cutting stone, there is no way to repair the mistake.

Years later when Mies van der Rohe had become a famous architect, he too planned his work carefully. In any building he designed, no detail was too small for him.

Mies van der Rohe first learned about designing buildings by working with German architects as an apprentice. He dreamed of the day when he would be putting some of his own ideas into buildings. One of his ideas was to use new building materials such as steel and concrete and glass.

After the first World War, times were bad in Germany. Many people were without jobs, and no buildings were built. Mies van der Rohe didn't have a job either, but he was busy at his drawing board. He made many drawings of buildings he might build in the future. Of all his drawings, two were his favorites. They were great skyscrapers of shining glass.

In 1937 Mies van der Rohe moved to America. He brought his ideas about careful workmanship with him. And he also brought his dreams—the glass skyscrapers.

Four tall apartment buildings stand in pairs at the edge of Lake Michigan in Chicago. Their glass sides shine in the sunlight and reflect the neighboring buildings and the drifting clouds.

You might wonder if the glass walls hold up these buildings. Well, ask yourself if your skin holds up your body. You know, of course, that your bones hold you up.

The bones Mies van der Rohe used in these famous buildings are made of black steel, and they reach from the ground to the very top. These black bones hold together the glass skin that closes in the twenty-six floors of apartments.

Perhaps you'd like to see inside. You go past the black steel pillars into the glass-walled entrance hall. The outdoors is all around you—just as if you had not come in. You take the elevator to one of the top floors. You are invited into an apartment. You go into a large living room. You see a beautiful picture on one wall and start walking toward it. Then you realize—this wall is all glass and the picture is the sky outside!

Mies van der Rohe designed this building the way he made all of his buildings. He liked to make big rooms so that people could divide the space into smaller spaces if they wished.

Like these four famous apartment buildings in Chicago, all of Mies van der Rohe's buildings were designed with great care. He always remembered what he learned as a young man about working carefully.

Today, in many big cities, you can see other tall buildings of glass and steel standing on stilts. Some of these buildings may have been built by Mies van der Rohe. Others were built by his students or by other architects who pay tribute to this great architect by copying his ideas.

## THE OLD FARMHOUSE

*by Dorothy Senesh*

Susan lived in an apartment house in New York City. One day her mother said, "Susan, you need a warm coat for school. I saw a pretty red one in a store window on Broadway. Let's try to find it."

Susan often walked with her mother to Broadway. It was a big and busy street. On both sides of Broadway were tall buildings as far as she could see. People hurried along the sidewalks. Cars, buses, and trucks sped along the street.

Mother and Susan walked for many blocks looking for the store where Mother had seen the red coat. Susan was beginning to grow tired.

"Look—there's the Dyckman House," said Mother. "Let's go and rest in the garden for a while."

Mother waved her hand toward the next corner where there was a small white wood-and-stone house. How different it looked from the rest of the neighborhood. The other buildings made it look very, very small.

"Mother, why don't they tear down that little old house and put a big apartment building there?" asked Susan.

"Oh, Susan!" cried Mother. "Don't say such a thing! We can

walk from this noisy street into another world—the way our country was when it was young. Luckily, this old farmhouse now belongs to all of us.”

Mother opened the gate and they walked around to the back of the house and sat down on a bench.

“Just think,” said Mother. “Before these big apartment houses were here, this was all thick, dark forest. Then the Dyckman family came and cut down some trees and started their farm. At that time New York was just a small town many miles south of this old farmhouse.”

After a short rest Susan wanted to see the inside of the house. A lady greeted them at the door and led them into a hallway where a tall grandfather’s clock stood like a guard.

At the right a door opened into a parlor, and on the left another door opened into the dining room. Susan peeked into the dining room.

“Mother, come look at this fireplace. It’s got blue-and-white pictures around it.”

“Those tiles around the fireplace came from across the ocean—from Holland,” said the lady. “I somehow feel that the Dyckman family liked this room best. On cold nights the fire must have made them feel very snug here.”

The lady took Mother and Susan up a steep stairway to look at one of the bedrooms. The bed was very high. At each corner of the bed was a tall post. A patchwork quilt covered the bed.

“The Dyckmans saved all the small pieces of cloth left over from their sewing,” said the lady. “They cut the pieces into different shapes and sewed them together to make quilts.”

Mother and Susan had to go down into the cellar to see the kitchen.

“Look,” said Susan. “This fireplace is much bigger than the other one.”

Susan went over to look at the kettles hanging on hooks inside the fireplace. Then she tried to open a door nearby, but it was locked.

“That must be where the Dyckmans stored their food,” said Mother. “Probably barrels of salted meat, cider, apples and—”

“Stop!” cried Susan. “I’m hungry!”

“No wonder, Susan. It’s almost suppertime! We must go.”

They hurried up the cellar steps to the hallway. The lady was turning off the lights upstairs.

“Come again,” she called.

Mother and Susan walked to the gate and stopped to look back at the old house.

“The Dyckman farm was passed from father to son over many, many years,” said Mother. “They all watched the city growing closer and closer. As streets and big buildings took over more and more farmland, the Dyckmans knew they must move.”

“I’ll bet they felt sad to leave their home,” said Susan.

“They didn’t want the farmhouse torn down,” said Mother. “They felt that people in years to come should have something to remind them of families who helped to build our country. That’s why the Dyckmans decided not to sell the land. Instead, they gave their old farmhouse to the people of New York.”

Susan and Mother joined the crowds of people on Broadway. How noisy and busy the street seemed after their quiet hour in the Dyckman House.

Suddenly Mother turned to Susan. “We forgot all about your coat,” she cried.

“This has been such a wonderful day, Mother,” said Susan. “Let’s go home now. What a lot I have to tell Father!”

## CHAPTER 6: Stores and Offices

### COMPONENTS

#### Student Text

Picture Spread      *Stores and Offices*  
pp. 62-63          p. 99/2

Episode              *Getting Started*  
pp. 68-69          p. 100/1

Case Study          *Hard Times*  
pp. 64-67          p. 103/3

#### Recording

*Big Store, Little Store*  
p. 101/7

#### Problems Book

*Stores and Offices Provide Services*  
p. 23                  p. 99/1

*Big Store or Small Store?*  
p. 24                  p. 101/5

*Where Would You Shop?*  
p. 25                  p. 103/2

### MAJOR IDEAS

- A. Stores and offices in a neighborhood provide people with a variety of goods and services.
- B. Stores and offices compete with each other in price and quality to achieve maximum profit from the market.
- C. Changes in transportation and population have changed the size and location of stores and offices and the kinds of goods and services they provide.

*Summary:* Stores and offices, which offer jobs and provide a variety of goods and services to people, compete with each other to make a profit. They are changing as a result of transportation and population changes.

## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

<b>Spatial Orientation</b>	See <b>A-3:</b> Community Resources		See <b>C-2:</b> <i>Problems Book</i>
<b>System Orientation</b>		See <b>B-8:</b> Creative Dramatics See <b>B-9:</b> Creative Dramatics See <b>B-10:</b> Creative Dramatics	
<b>Research Orientation</b>	See <b>A-3:</b> Community Resources	See <b>B-3:</b> Stories and Poems	See <b>C-1:</b> Community Resources

### LANGUAGE ARTS

<b>Stories and Poems</b>	Story: <i>In-sur-ance</i> pp. 99-100/4	Poem: <i>Emma's Store</i> pp. 100-101/3 Story: <i>Top and Bottom</i> p. 101/4 Story: <i>The Delicatessen</i> p. 101/6	
<b>Creative Dramatics</b>		Simulation: How profit is figured pp. 101-102/8 Simulation: Store competition p. 102/9 Simulation: Factors in profit pp. 102-103/10	

### MISCELLANEOUS

<b>Community Resources</b>	Supervised visit: Supermarket p. 99/3	See <b>B-3:</b> Stories and Poems	Survey: Shopping outside the neighborhood p. 103/1
<b>Other</b>		Discussion: Why stores fail or succeed p. 100/2	



## CHAPTER 6: Stores and Offices

### Statement to the Teacher

This chapter offers your students an opportunity to discover the functioning and structure of the private enterprise system in miniature. This is the time to acquaint your students with such concepts as competition, risk-taking, and profit. They should understand that the location of a store helps to determine the extent of its competition. A store, however small, may enjoy a great power to set prices if there are no other stores selling similar goods where the customers can go. A store in this situation has a greater ability to determine prices for the goods it sells than does a store faced with heavy competition.

North America, despite its industrial giants, is still an area of small businesses. Because of inadequate capital and lack of managerial skill, the turnover in businesses is great. Your students should be encouraged to recognize the success that is possible in the management of neighborhood stores and become acquainted with career possibilities in such areas of business.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "Stores and Offices" . . . . .	<b>A-2</b>
	<b>PB</b> , "Stores and Offices Provide Services" . . . . .	<b>A-1</b>
	<b>TRG</b> , assign supervised visit . . . . .	<b>A-3</b>
2.	<b>TRG</b> , reports and discussion of visit . . . . .	<b>A-3</b>
3.	<b>Text</b> , "Getting Started" . . . . .	<b>B-1</b>
	<b>TRG</b> , discussion . . . . .	<b>B-2</b>
4.	<b>TRG</b> , poem . . . . .	<b>B-3</b>
	<b>TRG</b> , prepare for survey . . . . .	<b>B-3</b>
5.	<b>TRG</b> , discuss survey results . . . . .	<b>B-3</b>
	<b>PB</b> , "Big Store or Small Store?" . . . . .	<b>B-5</b>
	<b>TRG</b> , story . . . . .	<b>B-6</b>
6.	<b>Recording</b> , "Big Store, Little Store?" . . . . .	<b>B-7</b>

	<b>TRG</b> , prepare for simulation . . . . .	<b>B-8</b>
7.	<b>TRG</b> , simulation . . . . .	<b>B-8</b>
8.	<b>PB</b> , "Where Would You Shop?" . . . . .	<b>C-2</b>
	<b>Text</b> , "Hard Times" . . . . .	<b>C-3</b>

### Vocabulary

business	garage
businessman	mechanic
clothing	loan
competition	profit
customer	risk
factory	

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#### FOR THE TEACHER

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#### FOR THE CHILDREN

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- Buchheimer, Naomi. *Let's Go to a Bakery*. New York: Putnam. About what goes on in a bakery.
- . *Let's Go to a Dentist*. New York: Putnam. What happens on a visit to the dentist.
- Greene, Carla. *I Want to Be a Storekeeper*. Chicago: Childrens Press. David learns about a storekeeper's job and skills.
- Harris, Leon. *Behind the Scenes in a Department Store*. Phila-

delphia: Lippincott. About the many different people who work in a department store and keep it running smoothly.

Kunhardt, Dorothy. *Billy the Barber*. New York: Harper & Row. About a barber who is going to retire.

———. *Gas Station Gus*. New York: Harper & Row. About what a gas station man can do, and does, to help others.

#### FILM

*Community Bakery*. 11 min., 16mm, sound, b & w, \$60. Encyclopaedia Britannica Educational Corp., 1971. How a baker contributes to the townspeople by providing bread and pastries.

#### FILMSTRIPS

*The Batistas Buy a Store*. 54 frames, color, \$13, cassette \$14.95. Encyclopaedia Britannica Educational Corp., 1971. About a city family who buy a store.

*Our Neighborhood Workers*. Color, set of 9 with 5 cassettes \$73.50, set of 9 with captions \$48.50, ind. filmstrip \$6, ind. cassette \$5.50. Eye Gate House, 1971. Included is information about the baker, dairyman, shoemaker, tailor, neighborhood laundry, butcher, banker, jeweler, and the food store.

*Some Neighborhood Helpers*. Color, set of 9 with captions \$48.50, ind. filmstrip \$6. Eye Gate House, 1971. Included is information about the neighborhood doctor, nurse, pharmacist, optometrist, beautician, newspaper store, automobile service station, and neighborhood fish store.

### ACTIVITIES

**Major Idea A:** Stores and offices in a neighborhood provide people with a variety of goods and services.

**1. To demonstrate the fact that stores and offices provide a variety of services for people,** have the students complete exercise 6-A in their Problems Book.

**2. To discover some types of services provided by neighborhood stores and offices,** the students can study the picture spread "Stores and Offices," on pages 62 and 63 in the text. Then lead a discussion based on the following questions:

- What kinds of work do you think people are doing in the places shown in the first and second pictures?
- What different kinds of jobs do you think people have in department stores? in the store you see in picture 3?
- Which stores or offices produce a service by selling goods? by selling special skills?
- What kinds of stores and offices does your neighborhood have that are *not* shown in these pictures? Which of the stores shown *are* in your neighborhood?
- How do people benefit from having stores and offices in their neighborhood?

*As a result of this discussion the students should be able to list several different types of stores and offices that can be found in a neighborhood and describe the kinds of jobs people have in each business.*

**3. To show that some stores produce a service by stocking and selling goods from faraway places,** ask the students to visit a supermarket with their parents. Instruct each student to find three items in the store that have been produced in another country and report these findings to the class. As the reports are made, put colored pins in a world map to mark the countries of origin for various products (for example, sardines from Norway, coffee from Brazil). Ask the students to tell whether they think they could obtain such products if stores did not stock the goods. Discuss the advantages of such a service.

*Afterward the students should be able to draw diagrams or pictures for a bulletin-board display entitled "Supermarkets Are Windows to the World."*

**4. To show that some offices in a neighborhood produce a service by selling special skills,** read the story "In-sur-ance" (pages

103 through 104) to the class. Discuss why people buy insurance and review the functions of the claims agent as described in the story. Ask the students whether they think David's father had the same skills as the agent. Review a few statements that David's father makes about why he buys insurance and pays for the skills of the insurance agent.

*Afterward the students should be able to conclude that one type of service often sold in a neighborhood office involves the skills of an insurance agent.*

**Major Idea B:** Stores and offices compete with each other in price and quality to achieve maximum profit from the market.

**1. To discover some of the factors a businessman must consider when starting a new business,** the students can read the episode "Getting Started," on pages 68 and 69 in the text. Then lead a discussion based on the following questions:

- Where did Mr. Thomas decide to open his auto repair shop? Why do you think he picked that location?
- Besides a place to start his business, what else does Mr. Thomas need?
- Why does Mr. Thomas need a loan?
- Why does Mr. Thomas have to go to the bank for the loan?
- What does Mr. Thomas plan to do to make his business grow?
- What is good and what is bad about having your own business?
- Can you think of any reasons why black people are getting special help to start their own businesses? (*Historically, very few black people had an opportunity to go into business for themselves. Now the U.S. government is making an attempt to correct this unfairness.*)

*After the discussion the students should be able to create a class outline (or "master plan") showing specific steps Mr. Thomas must take to get started in a business.*

**2. To illustrate some reasons why stores fail or succeed,** guide a class discussion about stores in the students' neighborhoods

that have recently opened and stores that have recently closed. Ask them why new stores open. (*More stores may be needed to provide goods for new families moving into the neighborhood; there may be no similar stores nearby; the new store may have lower prices or better services than the old ones.*) Then encourage the students to explain why stores might close. (*They may have bad management; families may have moved out of the neighborhood; prices in the stores may be higher than people are willing to pay; their location may have been poor; there may have been high costs of maintaining the stores; there may have been too many similar stores in the neighborhood; there may be a nearby shopping center in which neighbors prefer to shop; the store owner may have retired.*)

*After the discussion the students should be able to prepare a two-part pictorial display showing some of the factors that influence stores to open or close.*

**3. To show why people prefer to shop in different stores,** read the poem "Emma's Store" (page 106) to the class as an introduction. Have individual students describe things the poet liked about the store. Then have the students ask their parents which grocery store in their neighborhood they shop in most often and why. A questionnaire such as the following could be used:

Dear Parents,

This year our class is studying neighborhoods. One of our areas of study is stores and offices in the neighborhood. We would like to ask for your help in providing some information about which grocery stores in your neighborhood you like best and why. Please write the name of the grocery store you shop in most often and check the two main reasons why you shop there:

Name of store: \_\_\_\_\_

Greater choice \_\_\_\_\_ Better quality \_\_\_\_\_

Lower prices \_\_\_\_\_ Trading stamps \_\_\_\_\_

Better service \_\_\_\_\_ Well-kept store \_\_\_\_\_

Cashes checks \_\_\_\_\_ Gives credit \_\_\_\_\_

Other services \_\_\_\_\_ Within walking distance \_\_\_\_\_  
Free parking lot \_\_\_\_\_

Thank you for your help.

*As a result of this activity the students should be able to list at least six factors that encourage people to keep trading (buying) in a particular store.*

4. **To show that honest advertising and selling practices keep customers returning to a store or office**, read the story “Top and Bottom” (pages 105 through 106) to the class. Then lead a discussion based on the following questions:

- How did Jack make people think he had big cherries for sale?
- If he advertised “big cherries for sale,” would this be entirely false? Do you think many ads today exaggerate the benefits or qualities of products? Why?
- Why did customers come back to buy at Kenny’s stand?

*After the discussion the students should be able to create ads for familiar items (such as toys or candy bars) that make exaggerated or dishonest claims, and to tell how this might affect sales of the advertised products.*

5. **To demonstrate the fact that neighborhood stores and offices compete for customers**, have the students complete exercise 6-B in their Problems Book.

6. **To emphasize that neighborhood shops that provide special services can compete effectively with larger businesses**, read the story “The Delicatessen” (pages 106 through 107) to the class. Then lead a discussion based on the following questions:

- What kinds of things did David see in the supermarket that could not be bought in his father’s delicatessen.
- How did the kinds of foods sold in the supermarket and those sold in the delicatessen differ?
- Why did people like to go to the small neighborhood delicatessen?
- Do you think you would like to eat in Levy’s Delicatessen? Why?

*After this discussion the students should be able to describe at least three special services a neighborhood delicatessen can provide that a large supermarket usually cannot offer customers.*

7. **To discover how neighborhood stores and supermarkets compete with each other**, the students can listen to the recorded story for Chapter 6.

8. **To demonstrate how profit is figured**, have the students set up a play grocery store. Instruct each student to bring two non-perishable grocery items to class. Have the students prepare a display in the classroom, marking each item with a price tag. The total value of the grocery items should be \$15, but the students should not be aware of this total. Then have the students participate in the following simulation:

*Scene 1.* Two of the students pretend to operate the store (one student is the owner, the second the employee). The rest of the students are the customers. Give each customer some play money. (There should be a total of \$15 in circulation.) Then instruct each of the customers to buy two items with his play money.

When all the items have been sold, help the storekeeper count his income, which he should report to the class. Then ask the students if this amount is the storekeeper’s profit. Lead them to respond that it is not by pointing out that the grocer has many bills to pay out of this income.

*Scene 2.* One at a time, hand the grocer previously prepared envelopes containing bills addressed to him. (These should be a surprise to the grocer and the class.) Have the grocer open the first envelope and read a note that says: “Please pay rent—\$2.” The grocer puts \$2 in the envelope and returns it to you. Continue this procedure until the following bills are paid:

rent (already paid) .....	\$2.00
factory goods .....	5.00
water bill .....	.25
electricity bill .....	.50



telephone bill .....	.50
interest on loan .....	.25
taxes .....	1.00
insurance .....	.50
savings to buy new equipment .....	.50
employee's wages .....	1.50
owner's wages .....	2.00

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\$14.00

Finally, tell the grocer, "Now, if you have any money left, it is your profit."

*After this demonstration the students should be able to conclude, in their own words, that a storekeeper uses his income to pay expenses and that the amount left over represents his profit.*

- 9. To reinforce the concept of competition,** have the students continue their simulation with the play grocery store from the preceding activity, but this time set up two stores. The first store should remain exactly the same as before. Ask each student to bring three additional nonperishable food items from home. With these products set up a second store with lower prices than the first and a total value of \$15. If it is difficult to obtain actual food items, have the students draw and color pictures of various items or use cutout pictures from magazines. The same amount of money, \$15, remains in circulation. Let the customers decide which store they want to buy from. Most or all of the students will probably choose the one with lower prices. Have the two storekeepers count their incomes. Then lead a discussion based on such questions as the following:

- Why did the first store lose so many customers?
- What can this store do to recover customers?
- What kind of services might encourage customers to shop in a particular store?

*After this discussion the students should be able to state in their own words that store owners compete with each other*

*by using various methods to attract customers, and to name at least two competitive practices.*

- 10. To discover the relation between supply, demand, price, quality of services, and profit,** the students can set up two play barbershops at the front of the classroom. On the chalkboard behind each shop, write its name and a price list (which will vary with each of the following situations). Choose two students to play the roles of barbers. Ask other students to be customers. Have them act out the following situations, and after each role play ask the students the question that follows.

*Situation 1.* The barbers' services are equally good. One price list says "Haircut—\$2.50"; the other says "Haircut—\$1.00." *Question:* Which shop will have more customers? Why? *(The second shop, because the less a shop charges, the more customers it will have)*

*Situation 2.* The prices change. Both barbers charge \$2. A customer from the first shop says he has received a good haircut; a customer from the second shop complains that his haircut isn't the way he wanted it. *Question:* Which shop will have more customers? Why? *(The first shop, because if the prices are the same, the shop with the best service will have more customers)*

*Situation 3.* Haircuts at the first shop cost \$2.50; at the second they cost \$2. The first barbershop has five customers; the second has ten. *Question:* Which shop will earn more profit, if both have the same expenses? Why? *(The second shop, because even though prices may be lower, a shopowner can still earn a larger profit if many customers buy his services. Many small profits per customer add up to a large total profit.)*

*Situation 4.* One shop is marked "Closed—Gone Out of Business." Its old sign is still up: "Haircuts—\$2.25." *Question:* Why do you think the barbershop closed? *(The shop may have given bad service, its costs or prices may have been too high, or it may not have been able to compete in other ways.)*

*Situation 5.* One barbershop is still closed. The other is open, but now the price for a haircut has increased to \$3.  
*Question:* Why do you think the barber raised his price? (*The amount a shopowner can successfully charge depends on how badly his services are needed and how difficult it is to find someone else to give comparable services for a lower price.*)

*After reviewing all the situations, the students should be able to identify the various factors (supply, demand, price, and quality of services) that determine whether a shopowner will realize a profit.*

**Major Idea C:** Changes in transportation and population have changed the size and location of stores and offices and the kinds of goods and services they provide.

**1. To discover some reasons people shop outside their neighborhood,** the students can review information gathered for activity B-3. Then have them ask their parents:

- Do you ever shop outside your neighborhood?
- What kinds of things do you buy in the neighborhood?
- What do you buy outside the neighborhood?

Have the students report their findings to the class. Then lead a discussion to bring out such points as the following:

- Parents may go to other neighborhoods for sales.
- Certain shops cannot be found in the neighborhood.
- Good transportation helps families shop in other neighborhoods and often encourages them to travel to large shopping centers where they can easily compare prices and buy many goods at one time.

*Afterward the students should be able to list several factors that motivate people to buy in stores outside their neighborhood.*

**2. To demonstrate that because more people are using automobiles, neighborhood stores and offices lose customers to chain stores located downtown or in special shopping centers**

**with improved parking lots,** have the students complete exercise 6-C in their Problems Book.

**3. To learn how changes in a neighborhood's population can affect a business,** the students can read the case study "Hard Times," on pages 64 through 67 in the text. Then lead a discussion based on the following questions:

- What kinds of people have moved into Mr. Carrington's neighborhood?
- Why don't these families buy the same type of clothing the old customers used to buy?
- How have the new customers' wants and needs affected Mr. Carrington's business?
- What happens when a business suffers losses?
- Do you think Mr. Carrington could have improved sales in his store by making some changes? What could he have done?

*After the discussion the students should be able to draw pictures of several products that would have appealed to Mr. Carrington's old customers and several that would appeal to his new customers.*

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## STORIES AND POEMS

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### IN-SUR-ANCE

by Jeanne Stoner

One day on his way home from school David saw a man standing on a ladder in front of the building next to the bank. He had just finished painting some big gold letters on the window.

David wondered what the sign said. He began sounding out the letters. That was what Miss Logan, his teacher, said to do when you didn't know a word. "In-sur-ance . . . insurance." But that didn't tell David all he wanted to know. I'll ask Dad what *insurance* means, he thought.

Suddenly David noticed how dark the sky was getting, and he hurried home. His mother greeted him at the door. "Oh, I'm so glad you're home! It looks as if we're in for a bad storm."

By the time his father came home, David had forgotten all about the word *insurance*. The rain was beating furiously against the windows. The wind was whipping the branches of the big tree on the front lawn. Every few minutes a flash of lightning lit up the living room. The crash of thunder that followed always made David's mother jump.

"This is the worst storm I can remember," said Father as he and David stood looking out the window.

David thought the storm was exciting to watch. But it was scary, too. Just then, a big flash of lightning made the street as bright as day for a moment. David grabbed his father's arm. "Look, our new car!"

Mother came running to the window to see what had happened. The big tree on their lawn had toppled over on their car.

"Oh, no!" groaned David's father. "That car looks like a pancake now. I'd better call Ed Busby down at the insurance office."

The *insurance* office! David couldn't believe his ears. What was his father talking about? Why didn't he call a garage to see about getting the car fixed? But David was too upset about the accident to say anything.

As David was going to bed that night, he heard his father tell his mother that an insurance claims man would be over in a day or two. He couldn't go to sleep for a long time. He kept worrying about their smashed car. How would his father ever pay for a new one? What was an insurance claims man?

The next afternoon the doorbell rang and David's father answered the door. A man introduced himself as Jack Davis from the insurance company.

"This storm must be keeping you busy, Mr. Davis," said Father as the two men sat down in the living room.

"It certainly is," Mr. Davis replied. "Now let's talk about your damage . . ." He pulled some papers out of a briefcase. "I don't think it can be repaired. Let's see, I'll need some more information

before I can tell you the amount we will pay for damages."

David's father told the insurance claims man that the car was three months old, that he had paid three thousand dollars for it, and that he had driven it about two thousand miles.

Mr. Davis then explained that the company couldn't pay the full amount for damages, since the car wasn't brand-new.

"But let's see what the amount will be," he said, running his finger down a row of numbers in a little book. "Here we are—two thousand, one hundred dollars. I'll have the main office send you a check."

When Mr. Davis had gone, David asked, "Dad, why is the insurance company going to pay us for the car?"

"Well, you see, David, insurance companies were started to keep people from worrying too much about accidents," Father explained. "Many people are willing to pay an insurance company some money every year. Then if something does happen to their car or their house or their furniture, the insurance will cover most of the damage."

"But how can the insurance company afford to pay us so much?" asked David. "That's a lot of money."

"The small amount that everyone pays for insurance each year adds up to a great deal of money for the company," said David's father. "The insurance company will pay for the accidents we have from the money paid by all the people who didn't have accidents."

By now David was convinced that insurance was a good thing to have. "Say, Dad, is that our insurance company in the building down by the bank?"

"Oh, no, that's not the whole company; that's Ed Busby's new office," said Father. "He just moved there from Oak Street. He's our insurance agent. An agent helps people choose the kind of insurance that's best for them and answers any questions they have."

"Well, I'm sure glad we have insurance," said David. "But just the same, I don't want any accident to happen to our next new car!"

## TOP AND BOTTOM

*edited by Ullin W. Leavell and Mary Louise Friebele*

"The trouble with you, Kenny, is that you're too honest for your own good," said Jack as he filled his baskets of cherries. "You had just as many baskets last year as I did. If you had filled them the way I fill mine, you would have made as much money as I did."

Kenny watched as Jack put little cherries in the bottom of each basket and big ones on top. "Yes, I guess I should have done it your way," he said. "No one wanted to buy my little cherries, even at a lower price. So I ended up giving them to Aunt May. She made jelly with them."

"See what I mean?" said Jack. "Make people think you have nothing but big cherries for sale. You never see those people again anyway!"

As Kenny walked back to his aunt and uncle's farm, he kept thinking about what Jack had said. He remembered how happy he had been last year when his uncle said he could sell cherries at his own roadside stand. Then he remembered the disappointment. After all the care he took sorting out his cherries, nobody bought the little cherries when the baskets of big ones were gone.

I suppose Jack is right, thought Kenny. It's better to put little cherries on the bottom so people will think every basket is full of big cherries.

The next day Kenny started picking cherries from the tree his uncle had given to him. It took the whole day to pick the cherries and put them into baskets. This time he took Jack's suggestion—little cherries on the bottom, big ones on the top. It was almost time for dinner when he finished filling the baskets. Aunt May handed Kenny a cold glass of lemonade as he came into the house. "Here's hoping you'll have a sellout this year!"

"I hope so too," said Kenny. "Jack opened his stand yesterday. He said he's selling to lots of strangers this year."

"I'm not surprised," said Aunt May. "The people who bought from him last year wouldn't come back again."

"What do you mean, Aunt May?"

"Well, you told me yourself how he fills his baskets."

"But Jack says lots of people do that," said Kenny.

Aunt May frowned. "If lots of people do something that's wrong, does that make it right?"

Kenny pointed up to a kitchen shelf. "That's the thanks I got for being honest!" The shelf was filled with the jars of cherry jelly that Aunt May had made from his leftover cherries last year.

The next morning Kenny had just put out all his baskets when the first car stopped in front of his stand.

The lady in the car waved to Kenny. "Hello! How are the cherries this year?"

"Fine!" Kenny answered. "Would you like a basket?"

"I hope they're as good as the ones I bought here last year. When I got home with those cherries, I wished I had bought more baskets."

Kenny could feel his face getting red. The lady continued, "I came back for more the next day, but your stand was closed. So I bought two baskets from the boy down the road. My, what a difference!"

Kenny didn't know what to say, so he didn't say anything.

The lady smiled brightly. "Well, this time I'll take two baskets of your big cherries."

Kenny hurried back to the stand. He emptied all the cherries out of two baskets, hoping that the lady couldn't see what he was doing. He quickly sorted the big cherries and the little cherries into two piles. Then he filled the two baskets with the biggest cherries he could find, even taking some from the tops of other baskets.

"My, what beautiful cherries!" the lady said when he handed her the two baskets.

As soon as she had gone, Kenny emptied all the cherries out of all the other baskets and started sorting them all over again. Big cherries in these baskets, little ones in those! He would have to make new price signs, but that wouldn't take long. Suddenly he heard Aunt May's voice.

"Why, Kenny! I thought you finished filling your baskets yesterday!" She had a big box in her arms.



"I realized that I didn't do a very good job," Kenny replied, "so I'm doing it over."

"I see," said Aunt May, patting him on the shoulder. "Look, here are the jars of jelly I made out of your leftover cherries last year. Why don't you sell them at your stand? The money you get will make up for what you lost last year."

Kenny threw his arms around his aunt. "Oh, Aunt May! You're wonderful!"

Aunt May laughed. "You know, you're not so bad yourself, Kenny!"

## EMMA'S STORE

*by Dorothy Aldis*

The store we like best is Emma's store.

It hasn't any revolving door.

It hasn't a floor man neat and polite:

"Third floor, Modom, and turn to your right."

No elevators go up and down it.

Nothing's the way it is downtown. It

Hasn't a special place for dresses;

Everything's jumbled in cozy messes

Notepaper, lampshades, paper dolls, slippers,

Candy and shoestrings, umbrellas and zippers;

No matter what's needed or how great the hurry

As long as there's Emma's, you don't need to worry.

And *she* never minds how long you stay.

"Why sure, take your time, dear," Emma will say.

## THE DELICATESSEN

*by Robyn Guest*

"Why, David, what are you doing home?" Mrs. Levy asked as her young son came into the kitchen. "I thought you were going over to Larry's house after school."

David flopped into a chair, looking glum. "Naw, I changed my mind."

"Well, you're just in time for some strawberry cheesecake," said Mrs. Levy.

"I don't want any, thanks," said David.

His mother looked surprised. "Aren't you feeling well, dear? It's not like you to turn down Levy's strawberry cheesecake!"

David's parents owned Levy's Delicatessen, which was famous all over town for its cheesecake. The store sold many different kinds of food all cooked and ready to take home—roast beef, chicken, potato salad, pastries, and the like. Many customers thought Levy's was such a cheerful, friendly place that they often ate there, too. There were tables and booths in the back of the store.

David told his mother why he was upset. He and his best friend, Larry, had had an argument at school.

"Remember I told you about the children from other countries who are coming to visit our school next month? You know—the ones whose fathers work at the United Nations headquarters in New York City. Well, Miss Wise asked Larry and me to help plan a neighborhood sightseeing trip for them. When I suggested that they could visit our delicatessen, Larry burst out laughing!"

David began getting angry all over again. "You know what he said? He said why would anybody from way across the ocean want to visit a little old store! And then you know what he suggested—taking those kids to that big supermarket that just opened. He said he bet they don't have stores like that back in their own countries."

Mrs. Levy squeezed David's hand. "Of course our delicatessen is a very special place," she said. "But it *is* quite different from a big supermarket. Don't you think your visitors might like to see both places?"

When David didn't answer, his mother said brightly, "You haven't been in a supermarket for so long I'll bet you've forgotten what exciting places they can be. Come on—I'd like to visit this new one myself!"

The Treasure Chest Supermarket covered an entire block. As David and his mother approached the entrance, the big double doors opened automatically.

Inside, dozens of customers were pushing shopping carts up and down the aisles. Big signs hung from the ceiling, telling shoppers in which aisle they could find certain foods.

David's mother got a shopping cart and they started down one aisle. The shelves on both sides were stacked high with canned goods. When they came to the end of that aisle, David saw refrigerated counters all along the back wall. They were filled with all kinds of frozen foods.

Mrs. Levy picked out a big frozen pizza and put it in her cart. By this time David was becoming an enthusiastic shopper. "Hey, Mom, let's buy this package of frozen raspberries!" And he put it in the shopping cart before she had a chance to answer.

In another aisle David stopped to look at the rows of brightly colored packages on the shelves. "Gosh, I never saw so many different kinds of breakfast cereal!"

"Now tell me, David," said his mother, "what do you think those United Nations children would say about this supermarket?"

David laughed. "Wow!"

After Mrs. Levy paid for the groceries at the checkout counter, she said, "Now, let's stop by the deli and say hello to Dad."

At Levy's Delicatessen, David's father was behind a counter

putting some containers of food in a bag for Mrs. Rosen, a neighbor. He was joking with her and several other customers. That supermarket isn't a friendly place like Dad's delicatessen, David thought.

"Everyone I know says that eating at Levy's is just like eating at a friend's home," said Mrs. Rosen. "Such delicious food! And such a warm atmosphere!"

Suddenly David spotted his friend Larry in one of the booths. He was eating strawberry cheesecake. David walked over to him. "I thought this place wasn't good enough for you!"

Larry put down his fork. "Boy, are you dumb!" he said, shaking his head. "I didn't say anything about the food. I only thought those kids have probably never seen a big supermarket before and that's why we should show it to them." He picked up his fork. "Everybody knows there's no better place for good food than your dad's deli." And he took another bite of strawberry cheesecake.

David sat down in the booth. "That's right. But, you know, those kids have probably never seen a supermarket. First we could take them there. Then we could all come here for lunch—maybe corned beef sandwiches and coleslaw and—"

Larry interrupted. "And strawberry cheesecake!"

# CHAPTER 7: Factories

## COMPONENTS

### Student Text

Picture Spread  
pp. 70-71      *Factories*  
p. 111/1

Case Study  
pp. 72-75      *Factories in a Park*  
p. 116/3

Episode  
pp. 76-77      *Mr. Fudge and the River*  
p. 116/4

### Recording

*The Wonder Horn Factory*  
p. 111/2

### Problems Book

*A Factory*  
p. 26      p. 111/3

*Where Are the Markets?*  
p. 27      p. 114/4

*Where Would You Locate Your Factory?*  
p. 28      p. 115/1

## MAJOR IDEAS

A. Factories combine the factors of production (savings, land, raw materials, labor, buildings, and machines) to produce goods.

B. Factories compete with each other in price, quality, and design and are sensitive to the attitudes of businessmen and consumers.

C. Factories, which are changing in location and in style of architecture, usually do not serve the neighborhood where they are located. They produce both desirable and undesirable consequences in the neighborhood.

*Summary:* Factories, which combine factors of production to produce goods, have a profound influence on the rest of the economy.

## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

<b>Spatial Orientation</b>	See <b>B-4: Problems Book</b>	See <b>C-1: Problems Book</b>
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### LANGUAGE ARTS

<b>Stories and Poems</b>	Story: <i>Betsy's New Hat</i> <b>pp. 113-114/1</b> Story: <i>A Sale That Wasn't</i> <b>pp. 114-115/5</b>	Story: <i>Life near the Steel Mills</i> <b>pp. 115-116/2</b>
<b>Creative Dramatics</b>	Simulation: Effects of lack of consumer spending <b>p. 114/3</b>	

### ART AND MUSIC

Art: See <b>A-9: Other</b>		
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### MISCELLANEOUS

<b>Community Resources</b>	Field trip: Local manufacturing plant <b>pp. 111-112/4</b> Observations: Satellite businesses <b>p. 112/5</b>		
<b>Other</b>	Situations: Imbalance in factors of production <b>p. 112/6</b> Discussion: Places of production <b>p. 112/7</b> Discussion: Factory vs. home production <b>pp. 112-113/8</b> Simulation: The production process <b>p. 113/9</b>	Discussion: Consumer choices <b>p. 114/2</b> Game: Setting prices <b>p. 115/6</b>	



## CHAPTER 7: Factories

### Statement to the Teacher

Factories are a common feature of many neighborhoods. Because they do not serve the neighborhood directly, they can cause more problems than benefits for the neighborhood in which they are located. It is important for your students to understand that whereas the problems caused by factories in a neighborhood are direct, the benefits are often indirect. A factory benefits all those people who require or use its products. This market may extend over the entire nation and the world. It also benefits the workers who find employment there. These workers may live inside or outside the neighborhood in which the factory is located. However, the harm a factory may cause (pollution, noise, overcrowding, increased traffic) generally affects only the people who live quite near the factory. Your students should be able to consider carefully the costs and benefits of having a factory in the neighborhood.

This chapter provides a good opportunity to help the students understand the workings of our economic system. By studying how factories operate successfully and what problems they face, they will discover such concepts as competition, supply and demand, risk-taking, profit, loss, and productivity.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "Factories" . . . . .	<b>A-1</b>
2.	<b>Recording</b> , "The Wonder Horn Factory" . . . . .	<b>A-2</b>
	<b>PB</b> , "A Factory" . . . . .	<b>A-3</b>
3.	<b>TRG</b> , field trip . . . . .	<b>A-4</b>
	<b>TRG</b> , observations . . . . .	<b>A-5</b>
4.	<b>TRG</b> , simulation . . . . .	<b>A-9</b>
5.	<b>TRG</b> , discussion . . . . .	<b>B-2</b>
	<b>PB</b> , "Where Are the Markets?" . . . . .	<b>B-4</b>
6.	<b>TRG</b> , story . . . . .	<b>C-2</b>

- |    |  |            |
|----|--|------------|
| 7. | <b>PB</b> , "Where Would You Locate Your Factory?" | <b>C-1</b> |
|    | <b>Text</b> , "Factories in a Park" . . . . .      | <b>C-3</b> |
| 8. | <b>Text</b> , "Mr. Fudge and the River" . . . . .  | <b>C-4</b> |

### Vocabulary

assembly line	president
company	raw materials
industrial park	river
officials	savings
polluting, pollution	water

### Bibliography

#### FOR THE CHILDREN

- Butler, Roger. *Let's Go to an Automobile Factory*. New York: Putnam. About the things that go on when making a car.
- Colonius, Lillian. *At the Bakery*. Chicago: Melmont. Photographs show how flour becomes bread and the workers, specialists, and big equipment that are used.
- Elting, Mary. *The Lollypop Factory and Lots of Others*. Garden City, N.Y.: Doubleday. Title story plus chapters about the conveyor belt and automobile, pencil, and ice-cream factories.
- Goodspeed, J. M. *Let's Go to a Dairy*. New York: Putnam. Shows the route milk takes from farm to consumer.
- Greene, Erma. *Let's Go to a Steel Mill*. New York: Putnam. About what goes on in a steel mill.
- Harris, Leon. *Behind the Scenes in a Car Factory*. Philadelphia: Lippincott. The many jobs and people who perform them, working together to make cars.
- Lazarus, Harry. *Let's Go to a Clothing Factory*. New York: Putnam. Children learn about the factory methods of producing clothing.
- Meshover, Leonard. *You Visit a Bakery-Spaghetti Factory*. Chicago: Benefic Press. Children view a bakery and spaghetti factory.

———. *You Visit a Dairy-Clothing Factory*. Chicago: Benefic Press. Behind the scenes at these two factories to see how things are done.

Neigoff, Anne. *Dinner's Ready*. Chicago: Whitman. From farms, ranches, and orchards, to our dinner tables, food must be processed, shipped, sold, and prepared by many workers.

Perkins, Lynn. *Let's Go to a Paper Mill*. New York: Putnam.

Shannon, Terry. *About Ready-to-Wear Clothes*. Chicago: Melmont. How our clothes are made.

#### FILMS

*Cloth—Fiber to Fabric*. 15 min., 16mm, sound, b & w \$102.50, color \$200. Encyclopaedia Britannica Educational Corp., 1971. How fibers are produced, spun into threads, and woven into fabrics. Processing of natural fibers and production of synthetic fibers.

*The Industrial Worker*. 17 min., 16mm, sound, b & w \$102.50, color \$200. Encyclopaedia Britannica Educational Corp., 1971. Day-to-day routine of two industrial workers, on the job and at home. Focuses on their fears of automation.

#### FILMSTRIP

*The Factory Worker*. Color \$7, cassette \$5.50, record \$5. Eye Gate House, 1971. Role of women engaged in thousands of factory occupations throughout the country.

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### ACTIVITIES

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**Major Idea A:** Factories combine the factors of production (savings, land, raw materials, labor, buildings, and machines) to produce goods.

1. **To illustrate some of the many different kinds of factories that can be found in neighborhoods and the different types of tools and machines they use,** have the students study the picture

spread "Factories," on pages 70 and 71 in the text. Then lead a class discussion based on the following questions:

- What things do you see that are alike about the factories? that are different?
- Why do you think there is only one worker in the factory shown in the first picture?
- In which factories are people working by hand or with small tools? with large machines? Why do you think there is this difference?
- What does a person need to start a factory? (*Remind the students of the factors of production covered in Grade 1. that is, land, raw materials, power, workers, tools and machines, and a market for the goods to be produced.*)

*After this discussion the students should be able to recognize the fact that some factories depend on workers to handle most production with hand tools while in other factories most work is done by machines.*

2. **To discover that to produce goods a factory owner combines savings, land, raw materials, labor, buildings, and machines,** the students can listen to the recorded story for Chapter 7.
3. **To demonstrate the fact that some factories need many skilled workers and few unskilled workers, whereas others need many unskilled workers and few skilled workers,** have the students complete exercise 7-A in their Problems Book.
4. **To show the variety of operations and different types of skilled and unskilled workers needed in factories,** take the students on a field trip to a nearby manufacturing plant. (The next activity will also be based on this field trip.) Guide them to ask a foreman or manager questions about what kinds of jobs are involved in the factory's operations, what kinds of workers are employed, and whether most of the workers are skilled or unskilled.  
*After returning from the field trip the students should be able to play the roles of workers and pretend they are answering a*

*"Help Wanted" sign at a factory like the one visited, applying for only the kinds of jobs they observed on their trip.*

5. **To discover that factories attract other businesses**, the students, while on their field trip, should note the kinds of businesses located near the factory. These might include restaurants, gas stations, and other businesses. Point out that workers in the factory probably buy goods and services from these businesses. If homes are nearby, explain to the students that before there was good transportation to factories, many workers used to build their homes within walking distance of the places where they worked.

*As a result of this activity the students should be able to list several kinds of businesses that might develop as a result of a factory's being in the area.*

6. **To dramatize the necessity of having the right combination of raw materials, workers, and tools for efficient production**, the students can enact situations in which there is an imbalance in these factors. For example, assign ten students to make a display, giving the group only one pair of scissors and one crayon. Give another student a large quantity of supplies and tools and ask him to use them all to create a display in a limited amount of time. Involve the students in a variety of these situations and relate their activities to the complicated roles of businessmen who must set up factories. Explain that most businessmen who deal in the production of goods must have a factory that is neither too big nor too small, equip it with the right number of tools and machines, hire the right number of workers, and buy the right quantity of raw materials to keep the machines well supplied without creating a storage problem. In addition, the businessman must logically estimate the amount of goods he will be able to sell. Discuss what might happen if a businessman makes a mistake in any of his decisions about the factors mentioned above.

*In conclusion, the students should be able to draw cartoonlike pictures showing absurd situations caused by an improper bal-*

*ance of workers, tools, machines, and raw materials for the production of goods.*

7. **To discover that most of the goods we buy are produced or processed in factories**, the students can collect magazine or newspaper pictures of items that most families have in their homes (from food to furnishings). Write on the chalkboard the possible places of production (factory, shop, and home) and ask the students where each of the pictured items is most likely to be produced. Point out that some foods, handcrafted items, art objects, and so on, are not produced in factories, but that many materials for the production of these items are made or processed in factories. Lead the students to conclude, from evidence on the chalkboard list, that most of the items families have in their homes are probably produced or processed in factories.

*After collecting and categorizing their pictures the students should be able to arrange a pictorial display, including illustrations of factory-made, handcrafted, and homemade items, to support the title "Factories Produce Most Goods—But Not All."*

8. **To demonstrate the higher cost of producing certain items in the home rather than in a factory**, guide the students to speculate about the cost of producing 40 pieces of chocolate caramels at home. Write the ingredients for a batch of caramels on the chalkboard. With the class, estimate and list the cost of each item as follows:

1 cup molasses	\$ .15
1 cup brown sugar	.07
1 cup white sugar	.06
1 cup grated chocolate	.40
1 cup milk	.07
1 tablespoon butter	.03
1 teaspoon vanilla	.02
	<hr/>
	\$ .80

Ask the class what other costs they think should be added (for example, the cost of cooking fuel and the value of the producer's time). Point out that the total cost of production for 40 pieces of candy might be \$1 or more, whereas the same amount of a similar candy could be purchased for about 40 or 50 cents at the grocery store. Lead a class discussion in which the students tell why they think factory-made candy is cheaper than homemade even though the businessman has to pay for materials plus the costs of rent, use of machinery, wages, and so on. Guide the students to conclude that factories buy ingredients at wholesale prices, and that they are equipped with big machines to turn out large quantities of goods in a short time.

*As a result of this activity the students should be able to list at least three reasons why most goods are produced in factories instead of at home (factories have big machines, many specialists, and can produce more quickly and at less expense.)*

- 9. To discover the importance of the assembly line in the production of goods in factories,** each student can design a valentine or some other kind of greeting card to be used in a simulation of the production process. Let the class decide which samples could be most easily produced in multiple quantities. Use one of the least complicated designs, or the kind of greeting card described below, to demonstrate how division of labor affects production. Choose two teams of five students each. One team divides the labor in an assembly-line production process; the other does not. Each has a production quota of 10 cards. The teams use the following tools and materials and proceed.

*Materials*

	Team 1	Team 2
red construction paper ( $8\frac{1}{2} \times 5\frac{1}{2}$ )	10	10
white construction paper ( $4\frac{1}{4} \times 5\frac{1}{2}$ )	10	10
scissors	5	1
paste	5	1
red crayon	5	1
pencil	5	1

*Procedure*

- Fold red paper in half to make a card.
- Print "Be Mine" inside card.
- Fold white paper in half.
- Cut a heart out of white paper.
- Paste heart on front of folded red paper.

*Team 1.* Each student makes two valentines by performing all tasks, in sequence, twice.

*Team 2.* Each student specializes in one task, passing the product to the next worker as he completes his work on it. Time the work. As each team finishes the production of 10 cards, record their time on the chalkboard. Then lead a discussion that focuses on the advantages and disadvantages of assembly-line production. Guide the students to conclude that on an assembly line each worker has to develop only one skill, and that less space and fewer tools are needed. However, there is greater interdependence—if one worker slows down, the entire production process slows down.

*Afterward the students should be able to explain that an assembly line can cut production costs because it saves time, minimizes the number of tools and amount of space needed, and allows a factory to hire workers with limited skills.*

**Major Idea B:** Factories compete with each other in price, quality, and design and are sensitive to the attitudes of businessmen and consumers.

- 1. To illustrate how some factories started long ago,** read the story "Betsy's New Hat" (pages 116 through 117) to the class. Then locate Providence, Rhode Island, on a map (preferably a map showing the country before 1800) and help the students determine how many "parents ago" the story took place. Lead a discussion based on the following questions about the story:
- How did Betsy's family earn their living?
  - How did people trade in the stores and shops?



- Why couldn't Betsy buy everything she wanted?
  - Why did everyone want to buy what Betsy had produced?
- As a result of this activity the students should be able to describe how Betsy's handmade hats influenced the development of hat factories in New England.*

**2. To help the students see how consumer choices determine what factories produce,** have them respond to the following questions about hypothetical situations:

- If all children decided to buy ice cream instead of candy, what would happen to the prices of candy and ice cream? What would happen to the factories that made these products? What would happen to the producers who supply goods and services to these factories?
- If all children decided to buy paper dolls instead of comic books, what would happen to the prices of paper dolls and comic books? What would happen to the factories that make these products? What would happen to the producers who supply goods and services to these factories?
- If families decided to ride bicycles instead of driving cars, what would happen to the prices of automobiles and bicycles? What would happen to the factories that make these products? What would happen to the producers who supply goods and services to these factories?

*As a result of this activity the students should be able to list two of the three areas that are directly affected by consumer choice.*

**3. To demonstrate that some factories are hurt more than others when people decide to spend less money,** have the students take part in a simulation in which they play the roles of heads of families who have suddenly decided to save money. Some are saving for their children's education; some are going to buy insurance; some believe prices are too high and want to delay buying until prices come down; some are afraid they might lose their jobs and are conserving their money. When the players have been assigned their particular reasons for saving, proceed as follows:

- Discuss with the class the fact that some goods last longer than others and therefore do not have to be continually replaced; other goods, such as food and soap, are used up quickly and must be replaced often.
- List the following goods on the chalkboard: milk, bread, meat, soap, toothpaste, washing machine, furniture, dress, suit, shoes, stove. Instruct the students playing heads of families to decide which of these goods they can put off buying until a later time. Tally the answers on the chalkboard.
- Have twelve students play the roles of producers of the goods listed. Identify each producer with a sign. Instruct each producer to study the survey results and tell how his factory and workers will be affected by the decisions to buy or not to buy his goods, and whether he will be able to purchase new tools and machines for his factory.

*Afterward the students should be able to summarize how the lack of consumer spending affects the production of durable goods more than nondurable goods.*

**4. To demonstrate that factory owners depend on other neighborhoods for customers,** have the students complete exercise 7-B in their Problems Book.

**5. To show some of the qualities that make a factory owner successful,** read the story "A Sale That Wasn't" (pages 117 through 118) to the class. Then lead a discussion based on the following questions:

- Where did Mr. Schult get his idea about selling trailers?
- Why did Mr. Schult think people would buy trailers?
- Why didn't he give up his idea even though his father thought it was foolish?
- Where did Mr. Schult get the money to manufacture trailers?
- What else did he need (besides money) to open his first factory?
- What happened after Wilbur Schult became a success?

*After some discussion the students should be able to describe*

some of the qualities that Mr. Schult had that made him a successful businessman.

6. **To demonstrate how a businessman tries to set the right price for a new and different product**, have the students play a game. You can take the part of a businessman who is manufacturing his own invention. Announce to the students that you have invented a toy airplane with a new kind of engine that can run for five years without a change of batteries. It costs you 50 cents to produce each airplane, and you would like to find out what price to charge to get the biggest profit. Since you are the only producer of such an airplane, you can set the price. If you set the price too high, too few people will buy your product for you to make a good profit. If you charge too low a price, it will take too many buyers to offset the low price. Therefore you are going to make a survey.
- a. Select six girls and six boys to play the parts of buyers and give each student some play money. The amount each student is given represents the price he is willing to pay for a plane. Distribute the money in the following manner:
- |          |          |          |          |
|----------|----------|----------|----------|
| 2 girls: | \$1 each | 2 boys:  | \$4 each |
| 2 boys:  | \$2 each | 2 girls: | \$5 each |
| 2 girls: | \$3 each | 2 boys:  | \$6 each |
- b. Then test the eagerness of the buyers by asking, "How many would like to buy my airplane at a price of \$6?" Two boys raise their hands. Continue to test the prices and tabulate data on the chalkboard in the following manner:

No. of Airplanes	Production Cost	Price	Income	Profit
2	\$1	\$6	\$12	\$11
4	\$2	\$5	\$20	\$18
6	\$3	\$4	\$24	\$21
8	\$4	\$3	\$24	\$20
10	\$5	\$2	\$20	\$15
12	\$6	\$1	\$12	\$ 6

After the survey is completed, the students can study the results to see which price would earn the highest profit. The study of the chart should help the students discover the rule that the highest price does not mean the highest profit if many more consumers are willing to buy at a lower price. Then lead a class discussion about the various aspects of this example of price setting by asking such questions as the following:

- Could the consumers go anywhere else to buy this toy? (*No; only one manufacturer is producing this toy.*)
- How does this fact affect the price? (*The manufacturer can charge a higher price than he could if there were competition.*)
- Can he charge any price? (*No. If the price is too high, few people will buy the airplane.*)
- Why do you think a wheat farmer cannot set his price in the same way the toy manufacturer could? (*Because if one farmer charged more for his wheat than other farmers, people would buy from the other farmers.*)

*As a result of this activity the students should be able to explain what a producer must consider when setting the price for his product.*

**Major Idea C:** Factories, which are changing in location and in style of architecture, usually do not serve the neighborhood where they are located. They produce both desirable and undesirable consequences in the neighborhood.

1. **To demonstrate that factories are usually located in neighborhoods that have adequate land and where workers, good transportation, water, and power are available**, have the students complete exercise 7-C in their Problems Book.
2. **To discover the changing nature of factory neighborhoods**, read "Life near the Steel Mills" (pages 118 through 119) to the class. Locate East Chicago, Indiana, on a map. Then use the following questions as a guide for review.
  - Who were the first people to come to the East Chicago neighborhood near the steel mills?

- Do you think life there was much the same as it was where they had previously lived, or was it different?
- Why do you suppose the families in the original neighborhood moved away?
- What happened to the stores, offices, and churches that served the Hungarians?
- What groups live in the neighborhood now? Will their children move out someday? Why, or why not?

*As a result of this activity the students should be able to draw pictures of the neighborhood as it used to be and as it is now.*

3. **To discover some of the reasons why factories relocate from older, crowded urban neighborhoods to new industrial parks outside the city,** the students can read the case study “Factories in a Park,” on pages 72 through 75 in the text. Then have them make a class outline of the various reasons for the relocation as detailed in the story. Relate this story situation to conditions in your local region.

*After analyzing the story the students should be able to draw a class mural contrasting the older urban neighborhood where the Dodd Company was located with the suburban industrial park it moved to.*

4. **To discover that factories in a neighborhood can create benefits for workers but problems for the environment and, as a result, the citizens of the community,** the students can read the episode “Mr. Fudge and the River,” on pages 76 and 77 in the text. Then lead a discussion based on the following questions:

- Why do you think Mr. Fudge decided to build his factory in Riverside?
- Why were people in Riverside happy that the candy factory came to their town?
- What happened that made people unhappy about the location of Mr. Fudge’s factory?
- What do you think Mr. Fudge should do about keeping the river water clean? Will clean river water help him?

*After this discussion the students should be able to name at least one advantage and one disadvantage of having a factory such as Mr. Fudge’s located in a neighborhood.*

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## STORIES

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### BETSY’S NEW HAT

by Carolyn Sherwin Bailey

Trot-trot-trot! “I’m happy, happy, happy!” Betsy Metcalf’s happy heart kept time to the beat of her horse’s hoofs as she rode, sidesaddle, into town. It was market day in Providence, Rhode Island, and Betsy was taking the week’s supply of butter and eggs from her father’s farm. The year was 1799.

Betsy lived on the other side of Smith’s Hill from Providence. When she reached the hill, she stopped for a moment. Beyond the river shone the blue waters of Narragansett Bay. Along the Parade and the length of the curved waterfront were many shops. Their painted wooden signs flapped in the wind. Betsy loved to look in the shop windows. But today was special—she was going to buy something.

As Betsy came trotting along the main street of Providence, she heard the sound of a drum. Then she saw the town crier marching along, drumming and calling in a loud, clear voice, “Organ music Saturday night in Kings Church! Come one, come all!”

The crier’s words gave Betsy an added joy in the day’s marketing. When she and her mother went to hear the organ music, she wouldn’t have to wear her calico sunbonnet. She was going to buy a new bonnet today.

“Make speed, Dobbin!” she called out to her horse.

The public market was a busy and exciting place. Bargaining housewives, farmers with wagons loaded with fruits and vegetables, hissing geese—Betsy loved it all.

When she reached the market, she dismounted and tied Dobbin to a post. Then she started walking through the big crowd with her baskets. “Fresh butter,” she called. “Large eggs. Rich cheese.”

When her baskets were empty, Betsy put the shillings she had received in her pocket. Now she was ready for her shopping adventure.

Betsy skipped from one shop to another until she came to the shop called The Sign of the Hat. Here she entered and went straight to that part of the shop where her dream lay. On a table, quite alone, was a beautiful imported straw bonnet. It was wide-brimmed and trimmed with ribbon and flowers.

Betsy clasped her hands as she stood admiring it. She fancied herself walking grandly into Kings Church in that beautiful straw bonnet.

"Good Master Balch, how much is it?" she asked the owner.

Mr. Balch sighed. "One pound," he said. "And I shall never be able to sell it at that price. It came here by ship, the only straw bonnet in town, but too costly."

One whole pound! And Betsy's mother had said that she might spend one shilling of the market money for herself. Betsy pulled her sunbonnet down over her eyes to hide her tears as she left the shop. She found Dobbin and rode slowly home.

It was nearly sunset when she arrived. As she was putting Dobbin in his stall, the reapers came into the barn with great bundles of oats on their shoulders. Some of the straw dropped to the barn floor. Betsy gathered it up. It was golden yellow, soft, and pliable. Suddenly Betsy realized that this common field straw was as pretty as the straw from which the beautiful Providence bonnet was made!

Excitedly, Betsy sat down and began to split the straw and weave it into a braid. Before suppertime she had made quite a bundle of straw braid. After supper she began sewing it into the shape of a bonnet.

Saturday night Dobbin made another trip into Providence, pulling Betsy and her mother in a wagon. They were going to hear the organ music. Betsy was dressed in her best pink calico dress, with white ruffles at the neck and sleeves. And on her head she wore her stylish new straw bonnet. Its wide brim was tied under her chin with cherry-colored ribbons dyed in the home dye pot. Around the low crown lay rosy everlasting flowers, made and dyed by Betsy.

Betsy Metcalf's straw bonnet was the talk of that long-ago even-

ing in Providence. The next day she received a letter from Master Balch, begging for directions for making hat braid from straw.

During all that winter Betsy and the other Providence girls were busy weaving the straw braid that was made into bonnets for the coming spring. Orders for the bonnets came from many miles around Providence. Because the hats were so popular, hat factories opened up throughout New England. Betsy Metcalf became famous.

Betsy's story comes to us from neighbors who knew about that first straw bonnet. She kept up her work all her life. At eighty she was still making hats. Today we might not have hat factories, hat shops, and new straw hats for Easter if a little girl in a sunbonnet so many years ago had not decided to make the best of things.

## A SALE THAT WASN'T

by *Kathlyn Gay*

Not too many years ago, a house on wheels was a very peculiar sight. When a car pulling a house trailer drove through a neighborhood or parked along a highway, people walking or driving by would stop and stare.

"What's that thing?" one would ask.

"It looks like a metal igloo!" somebody might reply.

"No, it's more like a chicken coop!" another would argue.

"It looks like a covered wagon," still another person would say.

"Who'd ever buy such a thing?" people would ask.

A man who was ready to answer that question was Wilbur Schult. In 1933, Mr. Schult had visited the World's Fair in Chicago, Illinois, where one of the first trailers ever built was on display. Afterward, back in his hometown of Elkhart, Indiana, Mr. Schult spent many days thinking about this new product.

"In the next few years lots and lots of families who travel on vacations will want house trailers," he predicted. "People will buy trailers to live in year round, too. I think a person can sell this new kind of traveling house, and I'm just the one to do it!"

That kind of positive attitude was the first step toward starting a new industry in the state of Indiana. But Mr. Schult had a long



way to go before his new business was a success and other businessmen were ready to follow his example.

The first thing Mr. Schult needed was money. As a store clerk, the income he earned was just enough to pay for his needs of a growing family—a wife and three young daughters. There was nothing left over for savings. Times were hard and few people had extra money in the bank.

Nonetheless, Mr. Schult felt so strongly that his idea of selling trailers was a good one that he asked his parents for a loan of \$300 to get started.

It took some persuading, but Wilbur Schult got the loan. With the money he bought a trailer from a manufacturing company in Michigan that he planned to sell at a profit—as soon as he found a buyer. That buyer appeared a few weeks later, eager to take the trailer. Wilbur Schult accepted the man's check and rushed happily to the bank to cash it.

"Sorry, Mr. Schult," the banker said the next day. "The man who bought your trailer has no bank account here. The check is worthless. You had a sale that wasn't!"

Wilbur Schult had lost money but not his determination. Bad luck didn't stop him. He was able to persuade the manufacturer to let him have more trailers—without paying for them until later. Eventually Mr. Schult earned a profit on a few sales. He set up a trailer mart, a sales lot for houses on wheels, and sold 138 that year of 1934.

Then Mr. Schult took the next step. He decided to manufacture trailers as well as sell them. He used the money he had earned from sales to open a factory.

With a partner, who was a designer and planner, Mr. Schult bought an abandoned three-car garage for work space. The two men set out to find workers. There were many skilled carpenters in and around Elkhart who had once been employed by companies that made horse-drawn carriages. Since carriages had been replaced by automobiles, the carpenters had no jobs.

After hiring twenty workers and buying materials, Mr. Schult and his partner began the manufacturing operations. In 1935 the

first trailer plant in Indiana—and the sixth in the entire nation—was in operation.

A thousand trailers were built the next year, and sales increased again the following year. A new plant had to be built. Every year after that, more and more trailers were manufactured and sold.

Mr. Schult promoted many sales by advertising in magazines and by manufacturing custom trailers. These special trailers were as brightly decorated as circus wagons. Some were used by companies like General Electric to advertise their products. Others were used by candidates for public office in their campaigns. This brought Mr. Schult's trailers into the public eye, and more people became interested in buying them.

Some of Wilbur Schult's employees went into business for themselves. Soon, competing manufacturing firms built up all around the area.

But Mr. Schult kept right on manufacturing, putting money from sales back into the business as he had always done. He and his partner also kept improving the design of the trailers and were soon producing large movable houses—now called mobile homes—with modern heating units, plumbing, and other conveniences.

So the industry has continued to grow. Many plants have sprung up in different parts of the country. In Elkhart there are over a hundred manufacturers producing thousands of mobile homes and travel trailers each year. From Mr. Schult's beginning, with a "sale that wasn't," his hometown has become the mobile home capital of the world.

## **LIFE NEAR THE STEEL MILLS**

*by Vivian Bullard*

Alexander Avenue in East Chicago, Indiana, was once the busy main street of a neighborhood settled by Hungarians who worked in the nearby steel mills. In the early 1900s, the steel industry in America was growing very fast. More and more workers were needed to keep the big blast furnaces operating in Cleveland and Pittsburgh and the Indiana cities of East Chicago and Gary. In

Europe, thousands of poor farmworkers began hearing that they could get jobs in these cities, and so they came—from Hungary, Poland, Austria, and many other countries.

Hungarians are among the immigrants who have helped to make East Chicago one of the largest steel-ordering centers in America. When they first arrived, everything seemed so strange in this new land that they wanted to live near each other. They wanted to shop in stores where their own language was spoken and to attend church where they could hear sermons in their native tongue. Immigrants moved to the area around Alexander Avenue, in the shadow of the steel mills. This neighborhood was only a short walk from work at the mills. So Alexander Avenue began to grow, and soon Holy Trinity Hungarian Church was built.

Fr. Joseph Sipos is a former pastor of Holy Trinity. “When I first came here in 1930,” says Father Sipos, “Alexander Avenue was still almost like a village street back in Hungary. The signs in all the store windows were in Hungarian. The shopkeepers talked to their customers in Hungarian.”

Today the church is about all that remains of the old Hungarian neighborhood around Alexander Avenue. At one time the parish had 1,400 families. Now the church serves only 300 families, and there are services in both English and Hungarian. Most Hungarians have moved to other sections of the city and to suburban communities. The small frame houses near the church are now occupied mostly by black families. Like the Hungarians before them, the men in many of these families also came to East Chicago to work in the steel mills.

One person who grew up in East Chicago’s “Little Hungary” neighborhood is a sprightly little woman named Irene Vincent. Miss Vincent lives in the small frame house she has lived in for more than forty years, and declares she will never move.

“I’m very sentimental about tradition,” she says. “I’ve lived around here and gone to this church since I was a child. This is home.”

Miss Vincent is a saleswoman in a local dress shop. “I began my selling career quite young—at the age of eight,” she said, her brown eyes twinkling. “My first job was in a little candy store in the neighborhood. I still remember the owner of the store. He was a very tall, rosy-cheeked man whose name was Mr. Bondulich. We children just loved all those wonderful kinds of penny candy under the glass counter in his store. We would point to this, and point to that, and then point to something else. Poor Mr. Bondulich! He was so tall it was hard for him to reach down and get the candy. One day I asked if I could have the job of selling candy to the other children. After that, I spent many Saturdays working there.”

Although Miss Vincent likes to talk about the past, she is even more interested in the present. For years she has been one of the most active volunteer workers in East Chicago, in addition to holding a full-time job. In her work with the East Chicago Community Chest, she led a successful campaign to raise enough money to build three neighborhood centers to serve the needs of newcomers to East Chicago. Many new residents are Puerto Ricans and other Spanish-speaking people who know little or no English. Now whenever they need help with their problems, they can go to one of these neighborhood centers.

Even as a child, Miss Vincent was curious about the customs of other nationality groups. So were her father and mother. In the early 1900s, when Miss Vincent’s parents emigrated from Hungary, they heard many people talking about America being a “melting pot.” It was a popular belief that all immigrants would be better Americans if they forgot all about their Old Country traditions.

“My parents never believed in a melting pot, and neither do I,” says Miss Vincent. “When something melts, it disappears. I like to think of America as a mixing bowl. Every ethnic group—Hungarian, Polish, Puerto Rican, Negro, every one of them—brings its own traditions and adds them to the bowl. The result is a richer, more exciting America for all of us.”

## CHAPTER 8: Farms and Mines

### COMPONENTS

#### Student Text

Picture Spread *Farms and Mines*  
pp. 78–79 p. 123/1

Case Study *The Big Ranch*  
pp. 80–83 p. 124/4

Episode *Ghost Town, U.S.A.*  
pp. 84–85 p. 128/2

#### Recording

*One Finger, Two Fingers, Three Fingers*  
p. 125/3

#### Problems Book

*Raw Materials Become Finished Products*  
p. 29 p. 123/2

*Buyers Meet Sellers*  
p. 30 p. 125/2

*From Forest to Furniture to You*  
p. 31 p. 128/8

### MAJOR IDEAS

A. A variety of raw materials are grown and mined in different neighborhoods throughout the country.

B. Producers of raw materials compete in national and world markets where they face special problems that producers of manufactured goods do not face.

C. The production of raw materials changes the environment and often causes problems for producers, consumers, and people living in neighborhoods producing raw materials.

*Summary:* The production of raw materials, which are grown and mined throughout the country by producers who face special problems in the market, changes the environment of mining and farming neighborhoods.

## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

<b>Spatial Orientation</b>		See <b>B-8:</b> <i>Problems Book</i>	
<b>Time Orientation</b>			See <b>C-1:</b> Other

### LANGUAGE ARTS

<b>Stories and Poems</b>	Story: <i>The New Field of Oats</i> pp. 123-124/3	Poem: <i>Grain Elevators</i> pp. 124-125/1	Story: <i>Corrinne Meets the Sleeping Giant</i> pp. 128-129/3
<b>Creative Dramatics</b>		Simulation: Determining grain prices pp. 125-127/4 Simulation: Changes in copper prices p. 127/6 Simulation: Value added concept pp. 127-128/7	

### MISCELLANEOUS

<b>Other</b>	Discussion: Renewing raw materials p. 124/5	Discussion: Government aid to farmers p. 127/5	Comparison: Changes on the Great Plains p. 128/1
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## CHAPTER 8: Farms and Mines

### Statement to the Teacher

In Chapter 8 your students will discover many of the problems unique to farming and mining neighborhoods. These problems are often caused by factors outside the neighborhood, not in the control of the neighborhood residents.

Both farming and mining neighborhoods specialize in the production of raw materials. Because raw material producers receive only a small part of the total value of the finished goods made from their products, they are usually poor in relation to manufacturing neighborhoods. In addition, the price of their products is determined by the world market, which is beyond the control of the individual producer unless the producer controls an extremely large share of the world supply of the product.

Farmers and miners generally produce a standardized product, one that cannot be differentiated. For example, Farmer Brown's wheat is of virtually the same quality as Farmer Smith's wheat; the products cannot be distinguished except, perhaps, in quantity. Farmers generally cannot compete in the quality of their products.

Farm neighborhoods also face the problems of weather, blight, animal disease, and pest control. Whether a particular year will be a good one for corn cannot be determined by the farmer whose livelihood depends on its production. Mining neighborhoods, on the other hand, depend on the continued supply of resources they are powerless to renew.

Farms and mines are critical areas for study because their problems are so large and their continued production so crucial to the well-being of the country and the world.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "Farms and Mines" . . . . .	<b>A-1</b>
	<b>PB</b> , "Raw Materials Become Finished Products". . . . .	<b>A-2</b>

2.	<b>Text</b> , "The Big Ranch" . . . . .	<b>A-4</b>
3.	<b>PB</b> , "Buyers Meet Sellers" . . . . .	<b>B-2</b>
	<b>Recording</b> , "One Finger, Two Fingers, Three Fingers" . . . . .	<b>B-3</b>
4.	<b>TRG</b> , discussion . . . . .	<b>B-5</b>
	<b>PB</b> , "From Forest to Furniture to You" . . . . .	<b>B-8</b>
5.	<b>TRG</b> , simulation, Scene 1 . . . . .	<b>B-4</b>
6.	<b>TRG</b> , simulation, Scene 2 . . . . .	<b>B-4</b>
7.	<b>Text</b> , "Ghost Town, U.S.A." . . . . .	<b>C-2</b>
	<b>TRG</b> , comparison . . . . .	<b>C-1</b>
8.	<b>TRG</b> , story . . . . .	<b>C-3</b>

### Vocabulary

cattle	market
desert	minerals
grain elevator	renewable resources
grain exchange	nonrenewable resources
manufacture	value, value added

### Bibliography

#### FOR THE TEACHER

Eberhart, Phillip. *Guide to the Colorado Ghost Towns and Mining Camps*. Chicago: Swallow Press. Short history with directory.

#### FOR THE CHILDREN

Adler, Irving, and Adler, Ruth. *Coal*. New York: John Day. Story of coal, from its origin through its extraction and uses today.

Brooks, Anita. *Picture Book of Grains*. New York: John Day. About grains, from the raw product through its processing and transportation to the people.

Fife, Dale. *Joe and the Talking Christmas Tree*. New York: Coward, McCann & Geoghegan. A boy in a very poor mining town makes two Christmas wishes.

Floethe, Louise, and Floethe, Richard. *Story of Lumber*. New York: Scribner. About the harvesting of trees, from the planting of the forest through each step the lumber takes through the mill.

Hammond, Winnifred G. *Wheat from Farm to Market*. New York: Coward, McCann & Geoghegan.

Lauber, Patricia. *Dust Bowl: The Challenge of Man on the Great Plains*. New York: Coward, McCann & Geoghegan. History of the Great Plains Region, causes of the dust bowl, and methods of correcting this great scourge.

Markun, Patricia. *First Book of Mining*. New York: Watts. Discovery and exploration of the earth's natural resources.

Pope, Billy N. *Let's Visit a Mining Company*. Dallas: Taylor. What one sees on a visit to a mining company.

#### FILMS

*Bread*. 11 min., 16mm, sound, b & w \$70, color \$135. Encyclopaedia Britannica Educational Corp. The story of bread, from the grain fields to the food on the table.

*The Farm Community*. 14 min., 16mm, sound, b & w \$86, color \$167.50. Encyclopaedia Britannica Educational Corp. This is a story about a farm family, their contribution to the community, and services they receive in return.

*The Farm Family in Autumn*. 14 min., 16mm, sound, b & w \$86, color \$167.50. Encyclopaedia Britannica Educational Corp. About the harvesting of crops.

#### ACTIVITIES

**Major Idea A:** A variety of raw materials are grown and mined in different neighborhoods throughout the country.

1. **To show that there are cycles in both farming and mining,** have the students study the picture spread "Farms and

Mines," on pages 78 and 79 in the text. Then lead a discussion by asking the following questions.

- How would you describe the neighborhood where the wheat is growing?
- Where do you think the wheat will be stored?
- What product is shown that is processed from wheat?
- How would you describe the neighborhood where the iron ore is mined?
- Where do you think the ore is processed? What product results from processing iron ore?
- Which picture shows the use of steel products processed from ore?

Point out that the three pictures on page 79 are located in different parts of the country. Then lead the students to compare the two picture sequences by asking the following questions:

- Who do you think has a healthier life, the farmer or the miner?
- Who do you think is probably his own boss?

*After the discussion the students should be able to describe either a grain cycle or a mineral cycle, from raw material to finished product.*

2. **To discover that a variety of raw materials are grown or mined in different neighborhoods throughout the country,** the students can complete exercise 8-A in their Problems Book.
3. **To show that most farmers try to find new farming ideas and share the new ideas with other farmers,** read the story "The New Field of Oats" (pages 129 through 130) to the students. Then discuss why Mr. Stone was able to produce more oats on his land than before. Also discuss the reasons a farmer cannot keep new ways of farming a secret, bringing out the following points:
  - Usually all farmers in a neighborhood grow the same type of crop because the soil and climate suit that type.

- It is in the farmer's interest to share information about new methods with his neighbors—he might also learn from their use of such methods.
- Most agricultural improvements are developed by researchers and scientists rather than by individual farmers. Information about these developments is usually available to all farmers through agricultural schools, the government, and county agents.

Also point out that even if a farmer could keep a new farming method secret, he would probably not gain much by concealing his improvement, since the price of most crops is determined by the world market, involving thousands of producers, not by competition between a few producers. It would therefore take a long time for enough farmers to use the improved method to affect the price of the product.

*After this discussion the students should be able to describe in their own words several ways farmers share new ideas with each other.*

- 4. To discover how one rancher's innovation affected an entire neighborhood,** the students can read the case study "The Big Ranch," on pages 80 through 83 in the text. Then lead the class in a discussion which is based on the following questions:

- Who was Captain Richard King?
- Why did Captain King raise cattle?
- From what you may have learned elsewhere, can you guess how Captain King's cattle were sent to market? (*Cowboys took them on a "cattle drive" to the nearest railroad.*)
- What risks did Captain King face? How did he lessen his risks?
- How did Captain King's ideas help him? (*He earned a higher profit.*)
- How did they help the entire country?

*After this discussion the students should be able to tell whether Captain King's cattle ranch brought benefits to the neighborhood and other parts of the country, citing reasons for their opinions.*

- 5. To show how the raw materials used by farmers and ranchers can be renewed,** present the following for discussion:








- a. When cattle are fully grown, a rancher takes them to market. Do you think the rancher sells all of his cattle at the market? Why not? How does keeping some of his cattle help a rancher stay in business? (*New calves are born to start a new herd.*)
- b. If a wheat farmer plants wheat on the same land year after year, the soil becomes worn out. When this happens, his wheat crop is not as good as it once was. How can the farmer have a good crop of wheat every year? (*By letting the land lie fallow for a season and adding nutrients and fertilizer to the soil every year.*)

*As a result of this discussion the students should be able to describe in their own words how ranching and farming resources are renewed.*







**Major Idea B:** Producers of raw materials compete in national and world markets where they face special problems that producers of manufactured goods do not face.

- 1. To show the roles of the grain elevator in the efficient distribution** read the poem "Grain Elevators" (pages 130 through 131) to the students. Then explain that while families eat bread and use flour in about the same quantities all year around, farmers harvest all the wheat for a given year between May and September. Without elevators, the wheat would pile up outdoors and spoil. People would have plenty of flour and bread in summer and fall, but very little in winter and spring. Let the students speculate on how wheat prices would be affected if wheat could not be stored. Then prepare a graph (similar to the one shown) on the chalkboard. Shade in the horizontal bar, which represents the even consumption of flour and bread from May through April. Shade in the vertical bar with a different color to show the wheat harvest for the months of May through September. The two bars should be the same size to indicate that the amounts produced and consumed are roughly the same.

### Production

													
													
													
May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.		

### Consumption

													
May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.		

*As a result of this activity the students should be able to draw exaggerated pictures or cartoons showing what could happen if there were no grain elevators to effect an efficient distribution of wheat after harvest.*

- To demonstrate the fact that producers of raw materials compete in a special market of their products,** have the students complete exercise 8-B in their Problems Book.
- To discover how the commodity exchange acts as a marketplace for grain,** the students should listen to the recorded story for Chapter 8.
- To dramatize the way grain prices are determined,** the students should participate in a simulation about the operations of the grain market. Assign four students the roles of wheat producers. These students represent all the farmers in the United States, Australia, Canada, and Argentina who produce wheat. Tell the class to pretend that the production of these farmers represents the total free-world harvest of wheat in a given year. Have four other students play the roles of buyers of wheat. Tell the class that these buyers represent all the

people in the free world who buy wheat in the world market in order to produce the many products made from wheat. Tell them that you will play the role of a salesman, or broker, of the commodity exchange. Explain that a commodity exchange is where buyers and sellers of grain can bargain and decide on a price for the grain. Then proceed with the role playing in the following sequence:

*Scene 1.* The wheat sellers (farmers) from the United States and Canada make a telephone call to the salesman. They tell the salesman that they have had very good weather and have 3 shiploads of grain each, which they want to sell at the best possible price. The Argentinian and Australian sellers tell the salesman that they had some bad weather and produced only 2 shiploads each. On the chalkboard list the countries and the amount of grain each is willing to sell. Then write the total number of shiploads for sale (10).

Explain that in a real grain market not all buyers are willing to pay the same price for the same goods; each buyer decides how much he is willing to buy and to pay. Each buyer will receive a slip of paper that tells how many shiploads he wants to buy (up to 4 shiploads) and how much he is willing to pay for each shipload. The slip for the first buyer says: "I want to buy 4 shiploads of wheat at the lowest possible price. I will pay up to \$4 a shipload." The slips for the others are the same, except that the top bids are \$3, \$2, and \$1. Give each buyer enough play money to cover his top bid—buyer 1 has \$16, buyer 2 has \$12, buyer 3 has \$8, and buyer 4 has \$4. The buyers come to the market and begin bidding.

Begin the bidding by calling "Who is willing to pay \$1 for a shipload of wheat?" Each buyer says he will buy 4 shiploads. Write this information on the chalkboard, including the total number of shiploads that could be sold. (See the sample chart that follows.) Since the four buyers want a total of 16 shiploads but there are only 10 shiploads, raise the price and ask, "Who is willing to pay \$2 for a shipload of wheat?" The first three buyers should say that



they are willing to buy 4 shiploads. However, the last buyer (who only has \$4) can only volunteer to buy 2 shiploads. Add this information to the chart. The four buyers want a total of 14 shiploads, but there are only 10 for sale, so you can raise the price again. Ask, "Who is willing to pay \$3 for a shipload of wheat?" The buyers bid again, but this time only the first and second buyers can bid for all 4 shiploads. The third (who has only \$8) offers to buy 2 shiploads. The last buyer bids for 1 shipload. The four buyers now want a total of eleven shiploads but there are only ten for sale. Resume the bidding at \$4 per shipload. Write the number of shiploads that each buyer can purchase on the chart. Then point out that at \$4 per shipload, the salesman can sell all of his shiploads at the best price. The amount of wheat available in the market equals the amount buyers are willing to purchase at \$4 per shipload. That price, therefore, is the market price of wheat.

Buyer	Buyer's \$	Number of Shiploads Bid for at			
		\$1	\$2	\$3	\$4
1	\$16	4	4	4	4
2	\$12	4	4	4	3
3	\$ 8	4	4	2	2
4	\$ 4	4	2	1	1
Total		16	14	11	10

Each buyer pays the salesman \$4 for every shipload of wheat he has purchased and goes back to his company. The salesman then divides among the wheat sellers the total of \$40 that he received for the wheat, giving \$12 each to the sellers from the United States and Canada, and \$8 each to the sellers from Australia and Argentina.

*Scene 2.* A year has passed. Tell the students that all the farmers wish to earn more income from their wheat production. Ask them what would be the most logical way for the farmers to do this. (Bring out that most individual producers of wheat would try to grow more wheat.) This time have

the producers report that they have increased their production by 1 shipload each. Canada and the United States have produced 4 shiploads each, Argentina and Australia 3 each. Total "world production" has increased to 14 shiploads. Therefore there will be a total of 14 shiploads for sale. Repeat the buying procedure followed in Scene 1, having the bidding start at \$1. After each of the four buyers has bid on 4 shiploads, raise the price to \$2. The buyers will bid on all 14 shiploads at this price. Then ask for bids of \$3. None of the buyers will pay that much, because they know that it is possible to buy all of the wheat at the price of \$2 per shipload.

Buyer	Buyer's \$	Number of Shiploads Bid for at			
		\$1	\$2	\$3	\$4
1	\$16	4	4	0	0
2	\$12	4	4	0	0
3	\$ 8	4	4	0	0
4	\$ 4	4	2	0	0
Total		16	14	0	0

As before, the buyers pay the salesman and the salesman pays the producers for their wheat. Each producer is paid \$2 for each shipload (\$8 to the United States, \$8 to Argentina, \$6 to Australia, and \$6 to Canada). Put the results of the two years' transactions on the chalkboard:

*First year:* 10 shiploads, \$4 each, total \$40

*Second year:* 14 shiploads, \$2 each, total \$28

Ask the class whether the wheat producers' incomes increased or decreased. (*They all decreased.*) Then ask, "Why did this happen in spite of each producing more wheat?" (*Since the demand for wheat products such as bread does not change much when prices change, there must be a large drop in price before people will buy more. So when there is more grain available for making these products, the price of the grain must drop a great deal also. Such drops in prices are one of the risks farmers face. With millions of farmers all over the*

*world, nobody knows how much will be produced until the product goes to market.)*

*As a result of this activity the students should be able to describe in their own words how grain prices are determined by the interaction of supply and demand and why a grain farmer's income is very uncertain.*

5. **To point out some ways the federal government helps farmers receive a good price for their products in the market**, discuss with the class how the government can influence the price of grain by storing it for the farmers. Develop the following points:

- Farmers can obtain a loan from the government in the amount of the value of their grain.
- Storing wheat means less wheat on the market, so the price will increase.
- Later in the year the farmer may choose to sell the wheat on the market and repay the loan to the government, or to leave the wheat with the government as a payment for the loan.
- The farmer usually bases this decision upon the price he can get on the market.
- If the price on the market is higher than the price the government paid when the farmer received the loan, then he will sell the wheat on the market and repay the loan.

*As a result of this activity the students should be able to draw a picture sequence illustrating the relationship between the federal government and the farmer.*

6. **To understand that changes in copper prices affect a mine's profits and thus its operations**, the students can take part in the following simulation:

Eight students pretend they are owners of copper mines. Each student wears a sign indicating the name of his mine and what it costs to produce a pound of copper there. The cost includes a profit for the owner of the copper mine. For example:

Mine	Production cost per pound of copper
Bingham, Utah	\$.06
Morenci, Arizona	.10
Butte, Montana	.18
Ruth, Nevada	.22
New Cornelia, Arizona	.24
Inspiration, Arizona	.28
Ray, Arizona	.34
Jerome, Arizona	.40

The eight students are seated at the front of the class. A ninth student, or leader, calls out the latest New York price of copper (anywhere between 5 and 50 cents). If a student can sell his copper at that price and make a profit, he stands.

Continue the simulation with the leader calling out various prices. Each time, the students who represent mines that could operate at a profit stand up. For example, if 20 cents were called, the first three students would stand; if 5 cents were called, no one would stand; and so on. Discuss the impact of price changes on the prosperity of each of the mining towns.

*As a result of this activity the students should be able to speculate about what would happen to the towns' chances for growth when the price of copper rose or fell.*

7. **To discover that the producers of raw materials receive the smallest part of the total value of the finished product**, six students can take part in a simulation. Use the following sequence:

- The first student, who represents a lumber company, simulates cutting down a tree. He sells the logs to a second student for \$1.
- The second student, who represents a sawmill, pretends to cut the log into boards. He sells the boards to a lumberyard for \$5.

- The third student, who represents the lumberyard, sells the boards to a furniture factory for \$7.
- The fourth student, who represents the furniture factory, pretends to make a cabinet from the boards. He sells the cabinet to a dealer for \$15.
- The fifth student, who represents the dealer, sells the cabinet to the sixth student (customer) for \$22.

Then point out that those workers who complete the task of finishing the production of a good add the most value to the new material. Therefore they receive the largest share of its value. Have a discussion by asking the following questions:

- Did each of the students do a useful job? (*Yes*)
- Who received the smallest portion of the total value of the finished product? (*The raw material producer*)
- Why do you think this happened?

*After the discussion the students should be able to create a series of drawings depicting the sequence that the lumber passed through from raw material to finished product, with captions that indicate how much value is added in each successive step.*

8. **To discover that people working in neighborhoods where raw materials are produced depend on factories outside these neighborhoods to buy the raw materials,** the students can complete exercise 8-C in their Problems Book.

**Major Idea C:** The production of raw materials changes the environment and often causes problems for producers, consumers, and people living in neighborhoods producing raw materials.

1. **To show that the production of raw materials may lead to serious problems with the environment,** collect reproductions of paintings of the Great Plains Region when it was grassland (see Bibliography). Have the students compare these pictures with those of the wheat fields on page 78 of the text. Discuss how man has changed the surface of the earth by plowing up the land and specializing in the production of wheat. Then

show the class similar contrasting pictures of mining neighborhoods (see Bibliography). Point out that mining operations often necessitate building dumps for waste materials, polluting water and air, and decreasing the beauty of the countryside.

*In conclusion the students should be able to state in their own words that while the transformation of grassland into farmland causes little damage, the transformation of mountains into mining regions causes serious damage.*

2. **To discover that neighborhoods are sometimes abandoned when the raw material that supplies much of their income is exhausted,** the students can read the episode "Ghost Town, U.S.A.," on pages 84 and 85 in the text. Then lead a discussion by asking questions like the following:

- Why does a town become a ghost town?
- Which neighborhood do you think is more likely to become a ghost town—a mining camp or a lumber camp? Why?

*As a result of this activity the students should be able to define the term "ghost town."*

3. **To discover how technology and the cooperative efforts of some mining communities have kept them from becoming ghost towns,** read "Corrinne Meets the Sleeping Giant" (pages 131 through 132 to the class. Make sure the students understand the mining operations described. Then use the following questions for review:

- What happened to the supply of iron ore that the people of Mountain Iron depended on for their livelihood?
- Why was Mountain Iron in danger of becoming a ghost town?
- What did the steel company do to make taconite ore profitable?
- What did the people of Mountain Iron and nearby communities do to make taconite profitable?

*As a result of this activity the students should be able to draw a pictorial sequence illustrating how the advances in tech-*

*nology and the efforts of the people in Mountain Iron kept the community from becoming a ghost town.*

## STORIES AND POEMS

### THE NEW FIELD OF OATS

by Jeanne Stoner

"Oh boy!" said Sammy Stone as the car turned in at his father's farm. "That was the best fair ever!"

Mr. and Mrs. Stone laughed. Sammy said the very same thing every year after the county fair. And of course the fairs were always fun. There was so much to see and to learn. Sammy and his sister Julie always looked forward to the rides. They loved the Ferris wheel that lifted them high into the sky for a look at the twinkling lights and happy people below. Their mother enjoyed the cooking exhibits, and her pie won a prize nearly every year.

Mr. Stone, like most of the other farmers in the county, liked to watch the turkey shoot and just to talk with neighbors and relatives. But most of all, he liked the fair because of the new farming ideas that were talked about and because it gave him a chance to see the new tools and machines that were being made to help with farming.

Some years there wasn't much new, but Mr. Stone was always on the lookout for good farming ideas, and this year he had found one. At least he thought he had. Long after the children had finally got over their excitement and fallen off to sleep, he lay wide-awake thinking about the new idea and wondering if it would really be as good as it sounded.

That afternoon Mr. Stone had gone to hear a talk by a professor from the university. The professor had told about a new kind of oats that had been developed at the university. The oats were supposed to be very strong and healthy, and you could grow a tremendous amount of them on an acre of land.

After the lecture Mr. Stone had gone up to talk to the professor. Mr. Stone had always grown quite a bit of oats on his farm and he wanted to find out more about this new kind.

"Well, Mr. Stone," the professor had said, "we don't know everything we'd like to know about these oats. We haven't been able to test them very much yet. But they certainly do look like a good thing. Say, since you're interested, I wonder if you might help us out by testing some of the new oats on your farm. The university could sell you the seed for what it costs to produce. Then you could plant it and we could check to see how well the oats grow on your land. It would be a big help to us. And I think that you could be sure of at least a pretty fair crop."

Mr. Stone had said that he would think it over and let the professor know. He was a little afraid of trying something he wasn't sure about, but it made him proud to know the professor had thought that he was a good enough farmer to give the seed a real test. The longer he thought about it, the more he liked the idea. And so he decided to plant the new kind of oats.

Everyone in the county planted oats at the same time of the year. But before the others had a sprout in their field, Mr. Stone's oats were sending up their little green shoots all across his fields.

"Hey there, Stoney!" called one of his neighbors. "I drove by your oat fields the other day and they were all coming up. When did you plant that stuff—last summer?"

"Nope," said Mr. Stone. "The same time you put in yours."

It wasn't long before more and more of the neighbors started driving by to have a look at Mr. Stone's fields of oats.

"What'd you do to get that deep green color, Stoney? Paint the seeds?"

"Nope," said Mr. Stone and smiled.

"What did you do? Plant more seed than usual?" asked another. "I've never seen oats growing so thick."

"Nope," said Mr. Stone, smiling.

"Well then, what did you do?" asked the neighbors. And Farmer Stone told them.

All through the growing season Mr. Stone and the other farmers and the professor from the university watched the oats grow. And they all said it was a mighty good-looking crop of oats. But for Mr. Stone the big test came at the grain elevator after the harvest. All the farmers were there and they were all comparing how much they



had grown per acre. They were all anxious to find out how much of the new kind of oats Mr. Stone had got from each acre. When they found out, they all patted him on the back and congratulated him, because it was a new record. Mr. Stone had real reason to be proud. He had grown more oats per acre with the new seed than anyone in the county had ever grown before.

Because Mr. Stone grew more oats on the same fields, he was able to earn more than before. Everybody wanted some of the new seed. One after the other they asked, "Say, Stoney, how about selling me some of your seed from those new oats?"

"Sure," said Mr. Stone. "I'll be glad to sell the seed to anyone who wants to grow it."

And Farmer Stone thought to himself, Only a couple of months until the next county fair. I wonder what new ideas I'll find there.

## GRAIN ELEVATORS

*by Leon Trachtman*

In spring  
The soft rain falls.  
The gentle sun shines down,  
The robin calls,  
In spring.

The earth  
Is moist and brown.  
You see the first fresh green  
If you look down  
To earth.

The wheat  
Begins to grow.  
It's summer. Now you see  
The soft gold glow  
Of wheat.

It's ripe!  
The farmer goes  
To harvest all the wheat  
Because he knows  
It's ripe.

The grain—  
A golden heap—  
Must feed us through the year.  
Where shall we keep  
The grain?

The elevators  
Stand so high,  
A row of great gray giants  
Against the sky—  
The elevators.

To them  
The golden grain  
Will come. By boat it comes  
By truck and train,  
To them.

The wheat  
Is safely stored.  
The giant elevators guard  
Our golden hoard  
Of wheat.

Through winter  
White and hard,  
We eat the treasures  
The giants guard,  
Through winter.

These giants  
Offer wheat,  
So we can make flour  
And bread to eat.  
Generous giants!

In spring  
There's little grain  
Left in the great gray giants.  
Still, again  
It's spring.

And farmers  
Go to sow  
Their moist brown fields with seed  
So wheat will grow.  
Work farmers!

Soon,  
With sun and rain,  
We'll have another tide  
Of golden grain,  
So soon.

And wheat  
Will fill once more  
The great gray giants.  
Guard our store  
Of wheat!

The elevators  
Stand so high,  
The guardians of our food  
Against the sky—  
The elevators.

## CORRINNE MEETS THE SLEEPING GIANT

*by Mary Medearis*

Corrinne held tightly to her Grandfather Anderson's hand as they walked along the main street of Mountain Iron, Minnesota. It was Corrinne's first visit to the mining town where her grandfather had lived for many, many years. That morning Grandfather had told her he was going to introduce her to "the sleeping giant." Soon she would know what he meant.

"Do I have to shake hands with the giant?" Corrinne asked.

"Not with this giant," Grandfather laughed. "Look, there he is!"

Grandfather Anderson pointed to a long low mountain beyond the houses. "The Mesabi Iron Range is the sleeping giant. The Sioux Indians named that mountain *Mesabi*. In their language that means 'sleeping giant.' We say the iron ore in the ground is the giant that had been sleeping there for thousands of years before it was found."

Grandfather was silent for a moment, lost in thoughts of the past. Then he said, "I came here to dig iron in the first Mesabi mine when I was seventeen years old."

"Oh, can I see the mine, Grandpa?" Corrinne asked.

They had crossed Main Street now and were walking beside a rail fence. "See that big lake inside there?" Grandfather said. "That's the Mountain Iron mine where I worked when I first came to America from Norway."

Corrinne gazed in wonderment across the wide stretch of water.

"Oh, Grandpa!" she exclaimed. "You're teasing me! How could that lake be a mine?"

"It was a mine before it became a man-made lake," he explained. "When I started working here, the mine was just a little hole in the ground. Over the years, as more and more iron ore was taken out, the hole became deeper and wider."

"I thought mines were way down *under* the ground, Grandpa," said Corrinne.

"This was an open-pit mine," Grandfather explained. "Some iron deposits are close to the earth's surface. Giant scrapers are

used to take off the topsoil and rock covering. Then huge power shovels can scoop up the ore."

Corinne shook her head. "But when the hole got so deep, how did the miners get down there? And how did they bring the iron ore up?"

"If that mine weren't filled with water, you could see for yourself," said Grandfather. "You would see a series of roads winding at different levels around and down into the mine. The miners could get into trucks at the top and drive round and round until they reached the level where ore was being taken out. Some mines had railroad tracks on these roads so the ore could be brought up in railroad cars."

"Why is the pit filled with water now?" Corrinne asked.

"Mining in the Mesabi Range is much different nowadays," said Grandfather. "After years of digging, all the high-grade ore was gone. So the mine had to close down."

Grandfather paused a moment to light his cigar. Then he said, "That's when Mountain Iron nearly became a ghost town."

"Oh, I know what a ghost town is," said Corrinne. "It's a place where there isn't any more work and all the people have moved away."

Grandfather nodded. "Only the people wouldn't let that happen here. They discussed the problem with other mining towns around here. Miners knew that taconite was a good ore. They just needed to find out how to break it into smaller pieces so they could get it out. That's when a big steel company helped out."

"What did the company do, Grandpa?"

"First they brought in a huge piece of machinery called a jet drill." Grandfather chuckled before continuing, "And before you ask me what a jet drill is, I'll tell you. You know how water rushes out of a faucet when you turn it on full force? Well, a jet drill operates in much the same way. It contains different kinds of liquid chemicals. When this chemical mixture is shot down into that hard taconite, it cuts big holes in the rock. Then the rock is blasted out in big chunks."

"What did they do then, Grandpa?"

"The company brought in another huge piece of machinery to grind these chunks of taconite into powder. Then they built a plant where the powder could be mixed with a chemical and turned into little pellets."

Grandfather Anderson put his hand in his pocket and brought out a small, round object that looked like a black marble. "This is a taconite pellet," he said. "This is what the mines ship to the steel mills now."

Grandfather and Corrinne had reached the end of the street. "Now you see why everyone calls the Mesabi Iron Range the sleeping giant. When we woke him up the second time, he brought new jobs for thousands of people."

"Can I keep this marble, Grandpa?" Corrinne asked. "I want to take it home for a souvenir."

"Of course, dear," Grandfather said. "But now let's go home and rest. Tomorrow we can visit the new mining plant." Grandfather chuckled. "Anyone who asks as many questions as you do needs more than one grandfather to answer them."





## UNIT THREE: WORKING FOR THE NEIGHBORHOOD

### Structure of the Unit

Working for the general welfare in the neighborhoods is a never-ceasing concern. In stable neighborhoods the residents may not think consciously in these terms. Yet, if the quality of life is to reflect a mutual concern, the necessity of working for the neighborhood is implicit. Such concern is evident when neighbors help those who are ill; when they volunteer for clean-up, fix-up campaigns; when they work on any project that will benefit those living in the neighborhood.

In changing neighborhoods, problems take a different, more obvious form. The residents of such neighborhoods must establish goals to improve the quality of neighborhood life. Often they must work hard to overcome conflicts both within their neighborhood and between their neighborhood and other neighborhoods.

Your students should come to recognize the government as a potentially positive force for improving neighborhood life. Through collective action neighborhoods can work together to channel government forces toward their objectives.

Laws provide the structure and guidelines for many neighborhood activities, from using land to regulating the burning of trash. Your students should realize that the essence of law in our legal system is the search for justice: an interaction between truth and mercy. Law serves to provide justice. When the law in the neighborhood falls short of this goal, people in the neighborhood become discouraged and should work to change the laws.

Finally, your students should recognize that volunteer work is a cornerstone of a free society. Although many services formerly handled by volunteers are now part of government programs, there is still a tremendous need for volunteer work. Some volunteers can

aid political organizations. Others can work through churches and other charitable groups or simply on informal basis. One of the most important results of volunteer work is the feeling of togetherness that people get from working on common concerns, and their knowledge that their efforts will lead to a better life in the neighborhood.

### Unit Activity

**To introduce Unit Three**, have the students study the drawing on pages 88 and 89 in the text. Then ask them to identify the following people and activities:

- Political election
- Courtroom with judge, lawyers, and jury
- Policemen
- Volunteers

Point out that each of these will be studied in detail in the chapters of this unit.

*As the students progress through the unit they should be able to refer to those portions of the illustration that are related to the chapter they are studying.*

### Evaluating the Unit

**To evaluate the students' understanding of Unit Three**, have them turn to pages 112 and 113 in the text.

*As a result of the activities that were covered throughout this unit, the students should be able to analyze the illustrations to reach the conclusions given in the text.*



## CHAPTER 9: Neighborhoods and Government

### COMPONENTS

#### Student Text

Picture Spread	<i>Neighborhoods and Government</i> pp. 90-91
Case Study	<i>Who Will Win?</i> pp. 92-95
Episode	<i>Working Together</i> pp. 96-97

#### Recording

*The People Speak Through Me*  
p. 140/3

#### Problems Book

<i>The Government Helps Meet Neighborhood Needs</i> p. 32	p. 140/2
<i>Election Time</i> p. 33	p. 140/1
<i>City Governments Make Decisions That Affect Neighborhoods</i> p. 34	p. 143/4

### MAJOR IDEAS

A. Government has the power (authority) to satisfy some needs and wants.

B. The neighborhood has within it the political machinery for turning needs into political demands.

C. The well-being of the neighborhood is influenced by the ability and willingness of the residents to participate in the political machinery of the neighborhood.

*Summary:* The well-being of a neighborhood is affected by the willingness of neighbors to participate in political machinery to voice their demands to government, which has the power to satisfy some of the neighborhood's needs and wants.

## ACTIVITIES Teacher's Resource Guide

### LANGUAGE ARTS

<b>Stories and Poems</b>	Story: <i>A New School for Sara</i> p. 140/6		Story: <i>Mr. Lodge's Garage</i> p. 142/2 Story: <i>Getting It Together</i> p. 143/5
<b>Creative Dramatics</b>		Simulation: Councilman election p. 141/2	Role play: Voter participation p. 142/1

### ART AND MUSIC

			Art: Prepare a chart story about neighborhood needs and wants p. 143/6
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### MISCELLANEOUS

<b>Community Resources</b>	Speaker: Government worker p. 140/4	Speaker: Volunteer political work p. 141/4	
<b>Other</b>	Simulations: Government helps solve problems p. 140/5		Discussion: Classroom zoning pp. 142-143/3



# CHAPTER 9: Neighborhoods and Government

## Statement to the Teacher

It is important to present the political process as a living, dynamic process through which people have the opportunity to express their desires, goals, and needs. If there is to be an election in your political region, this chapter should be taught at that time, because it provides groundwork for involving your students in the real issues of a political campaign and election.

Take care to stress the fact that politics is not a matter of “the good guys versus the bad guys”; rather, it is a matter of well-intentioned people having different views of what is best for the community and what the government should do about it. If your students understand this concept, the political process can then be seen as a means to settle conflicts of interest peaceably.

Even if no election is taking place while this chapter is being taught, the classroom can be used as a setting in which your students play the roles involved in campaigns and elections. In these role-playing situations, attempt to keep the issues and processes as close to reality as possible. After the classroom elections are over, point out that the loser of the election commits himself to support the decision that was made by the people, and that the winner commits himself to work in the interests of everyone.

Your students should understand that the government has a strong impact on the welfare and safety of the neighborhood, and should feel that it is their government. Their action or inaction in participating in community affairs will help determine the quality of life in their neighborhood and city.

## Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , “Neighborhoods Participate in Government”	<b>A-1</b>
	<b>PB</b> , “The Government Helps Meet Neighborhood Needs”	<b>A-2</b>

2.	<b>TRG</b> , speaker	<b>A-4</b>
3.	<b>Recording</b> , “The People Speak Through Neighborhoods and Government”	<b>A-3</b>
	<b>TRG</b> , simulations	<b>A-5</b>
4.	<b>PB</b> , “Election Time”	<b>B-1</b>
	<b>Text</b> , “Who Will Win?”	<b>B-3</b>
5.	<b>TRG</b> , simulation	<b>B-2</b>
6.	<b>TRG</b> , speaker	<b>B-4</b>
7.	<b>TRG</b> , role plays	<b>C-1</b>
8.	<b>Text</b> , “Working Together”	<b>C-8</b>
	<b>PB</b> , “City Governments Make Decisions That Affect Neighborhoods”	<b>C-4</b>

## Vocabulary

campaign	mayor
candidate	newspaper
chairman	petition
city council	rules
committee	stoplight
council	volunteer
elect, election	vote, voter
government	zoning laws
majority	

## Bibliography

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*Our Community Services*. 12 min., 16mm, sound, b & w \$70, color \$135. Encyclopaedia Britannica Educational Corp., 1971. Introduction to the public services in a community and how our taxes are put to work.

#### FILMSTRIPS

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### ACTIVITIES

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**Major Idea A:** Government has the power (authority) to satisfy some needs and wants.

- To introduce the concept that governmental processes are at work in the neighborhood,** have the students study the picture spread "Neighborhoods and Government" on pages 90 and 91 in the text. Then lead a discussion by asking such questions as the following:

- Which pictures show goods and services provided by the government for people in a neighborhood?
- What kind of service is the policeman providing?
- How do you think governments get income?
- How do you think the people shown in the second picture affect government in the neighborhood?

*After the discussion each student should be able to describe at least three ways he is personally affected by some service or good provided by the government.*

- 2. To discover that many needs of the neighborhood that are not met by family, friends, or volunteers are often met by government,** the students can complete exercise 9-A in their Problems Book.
- 3. To discover that elected representatives try to meet the needs of the people in the district they represent,** the students can listen to the recorded story for Chapter 9.
- 4. To show how government rules affect the neighborhood,** invite a member of the City Council, a public health or housing department worker, an official from the sheriff's office, a postal worker, or any other government official or worker to speak to the class. Ask the guest to explain to the class how the department or government operation within which he works has been established by rules or laws of government. Also ask the guest to point out that workers in government organizations must work within certain boundaries set up by government rules or specifications. Encourage the students to ask questions about the particular kind of service the speaker provides as a government worker. Then review the kinds of goods and services provided by government as shown in the text pictures studied in activity A-1. Point out that the government makes rules to establish certain departments, which in turn provide services (such as education and street repairs). *Afterward the students should be able to draw a class mural entitled "Goods and Services Provided by Government Rules Affect Our Neighborhood."*

- 5. To dramatize some neighborhood problems that the government helps solve,** the students can simulate making telephone calls to government departments that have the responsibility for providing goods or services to help eliminate problems. Create and read situations to the class. Use a play telephone, if available, and for each situation have a student respond by making a telephone call for help to the appropriate government department. Use situations such as the following:
  - You see someone stealing from a neighbor's house.
  - You notice that a neighbor's garage is on fire.
  - You have seen rats in the alley behind your house.
  - Your trash cans have not been emptied for a week.*After the simulations the students should be able to list several neighborhood problems that government helps solve.*

- 6. To show how a local government service can be combined with the services of other local governments,** read the story "A New School for Sara" (pages 144 through 145) to the class. Then lead a discussion by asking the following questions:
  - What is a consolidated school?
  - What did the adults in Sara's town do to provide a better education for their children?
  - Do you think the government of a small town could afford to build a big school by itself? Why not?
  - Do you think that building the consolidated school was a good idea? Why, or why not?*After the discussion the students should be able to draw pictures that show how a consolidated school serves children in small towns or neighborhoods.*

**Major Idea B:** The neighborhood has within it the political machinery for turning needs into political demands.

- 1. To demonstrate that the neighborhood has within it the political machinery for turning needs into political demands,** have the students complete exercise 9-B in their Problems Book.

**2. To discover that the neighborhood is a political unit designed to respond to the demands, wants, and needs of the people in that neighborhood,** the students can simulate the election of a city councilman. Proceed as follows:

- a. Divide the class into two groups. Have each group meet to discuss what changes they would like to see in their own neighborhood. (Suggest some specific problems from the students' own neighborhoods for discussion.) Direct the groups to take opposing stands on some of the issues, either in regard to the priorities that the issues take or in regard to the methods to be used in dealing with the problems. Then have each group give itself a name befitting the issues or problems they represent. Explain that the formation of each group represents, in a simplified manner, the way political parties are formed. Point out that political parties are often defined by the stand they take on various issues.
- b. Have each group choose a candidate to represent it as a political party. The candidates should campaign for the office of councilman/woman in the city council (government). Each candidate should use speeches, posters, TV advertisements, and so on, to tell the rest of the students (who represent neighborhood voters) about his views and to explain why he thinks he should be elected to represent the neighborhood. After both candidates have been heard, have the class, acting as voters, discuss the different views of the candidates.
- c. Conduct an election by having the students simulate going to the polls. If possible, obtain a map of the students' own neighborhoods and voting precincts. Have each student locate his house on the map and identify the precinct in which he lives. Mark polling places by precinct number, and then have each student vote by secret ballot, at his proper polling place, for the candidate he wants to be the neighborhood representative to the city government. Encourage each student to vote for the candidate who most closely represents the student's opinion on the neighborhood issues.

- d. After the election count the ballots and have a student simulate announcing the winner on television. Have the loser make a complimentary speech about his opponent.
- e. Discuss what the results of the election mean for the neighborhood by asking such questions as this:

- Do you think all the people should support the new neighborhood representative and the rules that he will help make during his term in office? Why, or why not?

*As a result of this activity the students should be able to conclude, in their own words, that the election process is part of the machinery that people in a neighborhood can use to help satisfy their needs.*

- 3. To reinforce the preceding activity and show that there can be conflicting wants and needs (that become political demands) in a neighborhood,** have the students read the case study "Who Will Win?" on pages 92 through 95 in the text. Then, in a class discussion, have them describe the conflicting wants or needs of the Danbury neighborhood as indicated in the story. Ask individual students to tell which candidate they think has the better idea of how the land in the neighborhood should be used.

*In conclusion, the students should be able to write brief essays to answer the question "Who should win?" in the story and give reasons for supporting a particular candidate.*

- 4. To demonstrate that volunteers are often part of the political machinery of a neighborhood,** invite a parent who does volunteer political work to tell the class why it is important to do such work. Ask the guest to point out that volunteers help inform the people of candidates' ideas; remind people to vote; and, in some cases, help people get to the polls. The guest might describe specific activities such as telephoning, distributing leaflets, addressing envelopes, giving talks, registering voters for his candidate and serving on the precinct election board.

*After the talk the students should be able to prepare a mural showing the many jobs that volunteers perform during an election campaign.*



**Major Idea C:** The well-being of the neighborhood is influenced by the ability and willingness of the residents to participate in the political machinery of the neighborhood.

1. **To dramatize the importance of every eligible voter's participating in the political system within his neighborhood,** the students can take part in a role-playing situation where some people do not vote in an election. Proceed as follows:

- a. Review the views of the candidates in the case study "Who Will Win?" Then have all except ten students vote for the candidate of their choice. Count the ballots and announce the winner.
- b. Give each of the ten students who did not vote statements that give excuses for not voting. Ask each nonvoting student to fill in the name of the candidate he might have voted for had he gone to the polls. For example, a statement might read: "My vote wouldn't count anyway, but if I had voted, I would have voted for \_\_\_\_\_," or "I couldn't find the time to vote, but if I had voted, I would have voted for \_\_\_\_\_."
- c. Have one student play the role of an interviewer who is conducting a survey on why people do not vote. Have the interviewer question each person in the class, asking him if he voted. The students who did not vote should read their excuses in response to the interviewer.
- d. When the votes that were not cast have been compiled by the interviewer, add these to the totals for each candidate. If the additional votes for either candidate would have changed the election results, discuss how this would have affected the neighborhood.

*As a result of this activity the students should be able to conclude, in their own words, that if an elected official is to accurately represent the views of the majority of the people in a neighborhood, then all eligible voters should vote.*

2. **To show how neighbors can join together to keep their neighborhood a pleasant place to live,** read "Mr. Lodge's Garage"

(pages 145 through 146) to the class. Then lead a discussion by asking such questions as the following:

- What kind of neighborhood did Mr. Plum live in?
- Why did people object to Mr. Lodge's plan?
- What would be the advantages for Mr. Lodge in locating his business in that neighborhood? (*It was far from competition and close to the busy main street, used by many people who might be customers.*)
- What would happen to the value of buildings next to the garage? (*It would go down, because many people would not want to live next to a filling station.*)

*After the discussion the students, by responding to the final questions in the story, should be able to make decisions of their own on how they would have handled the request for new zoning.*

3. **To illustrate the meaning of zoning and its purpose (to assure the best use of land for the whole community),** have the students draw zoning maps of their classroom. Prepare an outline map of the room for each student showing the location of all the permanent fixtures such as doors, windows, closets, and sinks. Then discuss various activities that take place in the classroom such as individual desk work, group work in reading, entry and exit, movement to and from desks, and so on. After this discussion each student should divide his map into zones, indicating the areas he thinks can best be used when restricted to certain activities. The class should then discuss the strengths and weaknesses of the zoning plans that were made. The discussion should center on such questions as where items of furniture such as the teacher's desk should be placed, and which areas are best suited for the various activities in which the class engages. The discussion should bring out that wise use of space will make the classroom a pleasanter place in which to learn. Explain that much the same kind of zoning is carried out in cities and towns. Rules are made setting aside certain areas, called zones, for particular uses. Thus there are zones where

only houses can be built, where there are stores and offices, where only factories are allowed, and some zones where various mixtures are allowed.

*As a result of this activity the students should be able to conclude that, because of zoning, neighborhoods are pleasanter places to live, shop, and work in.*

4. **To demonstrate that the well-being of the neighborhood will be influenced by the willingness of neighbors to voice their demands to the government,** have the students complete exercise 9-C in their Problems Book.

5. **To show how people in a neighborhood and government officials can work together to bring about improvements in a neighborhood,** read the story “Getting It Together” (pages 146 through 147) to the class. Then lead a discussion by asking such questions as the following:

- How did school administrators find out what parents in the neighborhood wanted to do about the burned school?
- What did parents do to learn what kind of school would be best for their children?
- Do you think it was a good idea to rebuild the burned school? Why, or why not?
- In the story “A New School for Sara,” a consolidated school was built. Do you think a consolidated school or a neighborhood school is better? Why?

*After the discussion the students should be able to draw “before” and “after” pictures showing the burned school and the cooperative efforts for rebuilding, titling their drawings “Getting It Together—How Neighbors Saved Their School!”*

6. **To understand that sometimes people in a neighborhood have needs and wants that the government ignores,** the students can create a chart story based on the following situations:
- The children on Oak Street have a problem. Since there are no parks in their neighborhood, they have to play ball in the street.

- Several of the children decide to ask the city if they can turn the empty lot on the corner into a baseball field. The city owns the lot and has posted “no trespassing” signs on it. The children write up a petition and go around the neighborhood trying to obtain signatures. No one in the neighborhood pays any attention to the children because they are too busy with their own projects.
- The children take their petition to school, where many students sign it. Five students decide to present the petition to the town council, but the council does not listen to their request. The council members don’t really believe the students are serious and they say they have other, more important matters to discuss.

After completing the chart story the students can take part in a discussion based on the following questions:

- Do you think an adult might have helped the children present the petition to neighbors? How?
- From this story, what do you think happens to neighborhoods when adults won’t work to bring about improvements?
- If the students had been able to vote for councilmen, do you think this would have made a difference in the council’s reaction? How?

*As a result of this activity the students should be able to list several reasons why government representatives may ignore people’s requests.*

7. **To understand that many people can benefit from improvements in a neighborhood,** ask the students why it is more logical to have all residents of the city pay for such neighborhood improvements as stoplights and street cleaning. Bring out that anyone who moves through the neighborhood receives these benefits, not just the residents of the neighborhood. It would, therefore, be very difficult to assign specific costs to individuals on the basis of how much each is benefited. Discuss how different kinds of neighborhood improvements (such as beautification of parkways, maintenance of

neighborhood parks, and adequately lit streets) benefit those living outside the neighborhood.

*As a result of this activity the students should be able to list several neighborhood improvements that would benefit many people outside of the neighborhood.*

8. **To discover that when neighbors organize into groups they have a better opportunity to have their political demands considered,** the students can read the episode “Working Together,” on pages 96 and 97 in the text. Afterwards use the following questions as a guide to discussion.

- Why do you think the West End Committee was able to accomplish more than its members could have accomplished individually?
- What steps did the committee use to alert city officials to their need for a stoplight?
- In what ways did the West End Committee bring the residents of the neighborhood closer together?

*As a result of this activity the students should be able to organize a committee similar to the one described in the story to act on a problem in their school or neighborhood.*

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## STORIES

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### A NEW SCHOOL FOR SARA

by Susan Washburn

Sara Abigail Hitchcock stared glumly out of the school bus window. Not even the sight of the beautiful Vermont hills could cheer her up this September morning. How nice it would be to be only four or five years old instead of ten, she thought. Then I wouldn't have to go to school.

Until now, Sara had loved school. She had always gone to the little one-room schoolhouse down the road from the farm where she lived. But last June that school had been closed down. Now, for the first time, Sara was going to a big new school in another town.

Sara knew that, most of all, she would miss her teacher, Mrs. Cooper. She was the only teacher in the school. She had been Sara's teacher since the first grade. Last year Sara had been the only student in the fourth grade. She would miss that, too. Sara liked having Mrs. Cooper teacher her lessons all by herself.

Everyone on the bus was very quiet. Sara wondered if they were as unhappy as she was. All ten children who had gone to her school last year were on the bus. For a moment Sara was sorry she didn't have a schoolmate her own age. Then she could ask her friend if she was scared too. Mrs. Cooper had said that three hundred children would be going to the new school. Just thinking about it, Sara's heart began to beat faster.

The bus started to slow down. Sara looked out and saw a group of children standing at the roadside. Her father had told her the bus would make several stops to pick up children from other towns.

Quickly, Sara put her lunchbox on the empty seat beside her. She didn't want any of the children to sit there. She just knew she would be too shy to talk. Sara had no brothers and sisters. Her best friends were her dog and her pony. With them, Sara always found many things to talk about.

Oh, why did the grownups think we needed a consolidated school? Sara asked herself. She had heard that big word *consolidated* many times the past few months. She even knew how to spell the word. But she just knew she would never like what the word stood for.

One day last June Mrs. Cooper had told the children about consolidated schools and how they got started. She said that long ago there were one-room schools all over Vermont—and in the other states too. In those days most people lived in widely scattered small villages and on farms. Each small community built its own little schoolhouse. As towns grew bigger, there were more children, so bigger schools were built.

“But many towns, like ours, just didn't grow,” Mrs. Cooper said. “Your parents and many other townspeople began to think you couldn't get a good enough education in our small school.”

Sara's father had gone to all the town meetings where the people discussed plans for a new school. He always came home and told

Sara and her mother all about it. He said that many parents had visited some of the fine big schools in other towns. They came to the town meetings and described them. Every teacher taught only one grade instead of several different ones. There were special teachers for art and music classes. Some of the schools even had gymnasiums.

The adults in Sara's town then had meetings with people in four neighboring towns that had one-room schools. They decided to close their small schools and send all the children to one big school. Sara's parents were very pleased about the decision. They told Sara that she would soon make many new friends and be very happy in her new school.

The bus stopped again, interrupting Sara's daydreaming. Sara saw a boy and a girl getting on. They were laughing and talking. The girl looked about Sara's age. Sara wondered how she could act so happy at a time like this.

Sara watched them out of the corner of her eye. They would probably sit together, she thought. But just in case, her lunchbox was still on the empty seat beside her. Suddenly the girl stopped by Sara's seat. She smiled and pointed down at the lunchbox.

"Do you mind if I sit here?" she asked. "My brother is going to sit with some of the other boys."

Sara put her lunchbox on her lap and managed a smile.

"Thank you," said the girl as she sat down. "I'm Lucy Kimball and I'm in the fifth grade. What's your name?"

Suddenly Sara felt as if the sun had come out from behind a cloud. She didn't feel shy with this friendly little girl. "I'm Sara Abigail Hitchcock," she replied. "I'm in the fifth grade too."

## **MR. LODGE'S GARAGE**

*by Leon Trachtman*

Once upon a time there was a neighborhood. It was not very rich. It was not very poor. There were a few big houses. There were a few small houses. There were some pretty houses. There were some plain houses. A few were rather dirty. A few were very clean.

But most of the houses in this neighborhood were in between.

On a corner in this neighborhood stood an old brick house. It was owned by Mr. Plum. It was one of the big houses with a big yard. But the house needed some repairs. Shutters were broken and windows were cracked, and the yard was full of weeds.

One day Mr. Plum told his neighbor that he was going to sell the old brick house.

"It's old and big. Too big for me. I can't make all the repairs it needs. It's hard to pay the heating bills and keep the garden free of weeds."

Mr. Plum's neighbor told another neighbor of the plan to sell the house. And this neighbor told another neighbor. And the other neighbor told another neighbor, and neighbor told neighbor until everyone in the neighborhood knew. Most thought it was a good idea.

"Old Mr. Plum," they said, "has trouble keeping up his place. Maybe he'll sell to someone who will make it look all fresh and new."

But then came the news. Old Mr. Plum was going to sell his house to Mr. Lodge. And Mr. Lodge was going to build a filling station and garage.

Neighbor talked to neighbor. Everyone had something to say.

"He can't do that!" said one.

"It's against the law," said another.

"What will happen to *our* houses?" asked a third.

"What will happen to our quiet neighborhood?" asked the fourth.

And others talked:

"This neighborhood is not for business. The law says so."

"But the City Council can change the law."

"What a dirty trick!"

"But he *does* have a right to sell his own house to anybody."

"We've been such good neighbors to him."

"Think of the traffic."

"This will ruin our neighborhood!"

"Maybe not."

Some of his neighbors tried to talk Mr. Plum out of selling his



house to Mr. Lodge. He told them Mr. Lodge had offered a very good price for the house.

"I have to sell," he said, "because, after all, I'm rather poor.

Then the neighbors tried to talk Mr. Lodge out of buying the house and building a filling station.

Mr. Lodge answered, "I'll build a fine garage. It will be bright and clean and new; you'll see. This neighborhood won't have to be ashamed of me."

The neighbor who said that the City Council could change the law was right.

Mr. Lodge had asked the City Council to change the law. Then he could build a garage where Mr. Plum's house now stood. The council would meet in one week to decide whether this change in the neighborhood's rules should be made.

Many of the people in the neighborhood did not want the council to change the law. Mr. Plum's next-door neighbor wrote a letter to the City Council. It said:

"The people of this neighborhood like it as it is. We don't want any changes made. We all like Mr. Lodge, but we don't want his filling station and his garage. We don't believe it will be good to have it in this neighborhood."

Mr. Plum's neighbor signed the letter. He wanted to show that many people in the neighborhood felt as he did. He went from door to door all over the neighborhood. He asked people to sign their names to the letter too.

One neighbor said, "I'll gladly sign. A garage will bring lots of traffic with nasty smoke and smells."

Another said, "Of course I'll sign! This house of mine won't be worth very much with a filling station down the street."

Another said, "With all the cars coming and going, our children won't be safe on the way to school. I'll sign."

But some would not sign.

One said, "I think you're right. But I *never* sign *anything*."

Another said, "I'm sorry, but I have been wanting to sell my house. If the law is changed, I can get a better price from a business that wants to buy it."

Another said, "Mr. Lodge is one of my closest friends. If I sign this, our friendship ends. I just can't sign."

The night of the council meeting came. Of seventy-five people who lived in the neighborhood, sixty had signed the letter asking the council not to let the garage be built. Many of these people were at the meeting. So were Mr. Lodge and Mr. Plum.

The mayor stood up and rapped on the table. "This meeting will come to order. Is the whole council here? Mr. Arkwright? Mr. Baker? Mr. Carpenter? Mr. Draper? All present.

"We have been asked by Mr. Lodge to let him build a new filling station and garage. This means changing the law."

Mr. Plum's neighbor stood up. "Mr. Mayor, sixty people have signed this letter asking you not to change the law."

Mr. Lodge stood up. "Mr. Mayor, my filling station and garage can never harm this pleasant neighborhood. Why, I live here myself. We need more business in this town. If you and the council turn me down, you'll show that you don't want this town to grow."

The mayor turned to the council. "Members of the council, What do you say to this request? Which of these choices is best?"

Mr. Arkwright thought. Mr. Baker scratched his head. Mr. Carpenter frowned. Mr. Draper scowled.

Then they began to talk. And they talked and they talked and they talked. And then they decided. What did they do? Do you know? Can you guess?

## GETTING IT TOGETHER

by Kathryn Gay

"Fire!"

"The school's burning!"

People in the city neighborhood were calling each other on the telephone or shouting to one another as they ran down the street. Smoke was already pouring into the cold winter air. Sirens were screaming and red lights were flashing. Fire engines and police cars raced across the city and rumbled through the neighborhood.

Fortunately, it was a holiday and nobody was inside the building. But even after the fire was out and the danger was over, the neighborhood children could not go back to their school. Many

rooms in the building had been badly burned. Books had been destroyed. Water from firemen's hoses had ruined floors and walls. Smoke had damage the office and the student records.

It isn't very often that such a catastrophe happens in a neighborhood. So school administrators from all parts of the city, teachers from the burned school, and parents in the neighborhood gathered for meetings. All kinds of talk went on.

"Where will our children go to school?" parents worried.

"How will we find classrooms for hundreds of students?" the school administrators asked each other.

"The children in our classes will get behind in their studies and have problems in their learning later on," the teachers said.

"What are we going to do?" was a question asked over and over.

At first nobody could agree on the answer. Some said the school should be repaired. Others argued that it would cost too much to fix up the old burned building, and that the children in the neighborhood should be taken on buses to other schools in the city. But everybody agreed that the problem had to be carefully studied.

To begin with, the children did go to other schools for the remainder of the year. And in the meantime the adults got busy. School administrators took surveys. They went to almost every house in the neighborhood and asked the parents questions. The administrators learned that there had been many things the parents had not liked about the old school. They discovered that many families in the neighborhood were concerned about the way their children had been learning. The children did not seem to be progressing as quickly as their parents believed they should. When they went to different schools, it became clear that they just couldn't keep up with the other students. The school administrators had found a problem that was even bigger than rebuilding a school.

At the same time, parents were getting together to talk about ideas for new teaching programs that would help their children. They agreed that the neighborhood needed a school where children from poor homes could get the training that would help them all through their school years. They knew their children had not had many of the advantages that help in learning, such as many books in the home or chances to meet many different kinds of people.

Parents told school administrators about their concerns. And school administrators talked to state and federal government officials about getting money to start new teaching programs. They found that funds from the U.S. government could be used for such purposes. In fact, the money would help the school buy books, supplies, and equipment such as tape recorders and movie projectors.

That helped school administrators decide what to do. They would rebuild the burned school. "But what should go into the school, and how should it operate?" they asked each other. Parents wondered about the same things.

Groups of parents and administrators looked for answers. They visited a dozen different schools in other cities to see how each operated. They studied new methods of teaching. They looked at many different kinds of materials that help students learn. They read articles about how schools should be built. They spent many months talking and working together to determine what would be the best kind of school for the children in the neighborhood.

At last the work on the school began. All through the spring and summer the bam-bam-bam of hammers, the buzz of power saws, and the clang of steel against steel could be heard throughout the neighborhood.

By the next fall—not quite a year from the time of the fire—the building looked as though it was ready to be used again.

"There's just one more problem," the school principal told a group of parents. "The painters have not finished painting all the rooms. The school is supposed to open on the same day as all the other schools in the city, but that can't happen unless all the rooms are ready."

"Well then, let's help get it done!" one father said. "I'll paint."

"So will I!" a mother called out.

"And I'll help too," the principal said.

Just three days later, on a September morning when children all over the city were hurrying to their schools, the doors of the rebuilt school swung open. Children from the neighborhood walked inside. Some came with their parents. Others came with friends or alone. And everybody passed under a sign over the doors that said:

WE'VE BEEN GETTING IT TOGETHER—WE SAVED OUR SCHOOL!

## CHAPTER 10: Neighborhoods and the Law

### COMPONENTS

#### Student Text

Picture Spread     *Neighborhoods and the Law*  
pp. 98–99     p. 151/1

Episode     *The Broken Window*  
pp. 102–103     p. 154/4

Case Study     *What Can Be Done?*  
pp. 100–101     p. 154/5

#### Recording

*Policework Is My Business*  
p. 153/2

#### Problems Book

*There Ought to Be a Law*  
p. 35     p. 151/3

*What Is Fair?*  
p. 36     p. 152/6

*Policemen Help Neighbors*  
p. 38     p. 153/1

*Laws in the Neighborhood*  
p. 37     p. 154/8

### MAJOR IDEAS

A. Law promotes peace, order, and justice.

B. The law helps enforce promises people make.

C. The law is enforced by government officials who take certain steps to enforce laws fairly.

*Summary:* The law, which is often amended, prevents some conflicts and establishes procedures for resolving other conflicts.

## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

<b>Spatial Orientation</b>			See <b>C-8: Problems Book</b>
<b>Research Orientation</b>		See <b>B-3: Community Resources</b>	

### LANGUAGE ARTS

<b>Stories and Poems</b>		Vignettes: <i>What's So Fair About It?</i> <b>p. 153/4</b>	Story: <i>Frank Learns a Lesson</i> <b>p. 154/6</b>
<b>Creative Writing</b>			Prepare chart story: How courts help enforce laws <b>pp. 153-154/3</b>
<b>Creative Dramatics</b>	Role plays: Just and unjust acts <b>p. 152/5</b>	Sociodrama: Misunderstandings <b>pp. 152-153/1</b>	

### MISCELLANEOUS

<b>Community Resources</b>		Speaker: Lawyer <b>p. 153/2</b> Parental survey: Contracts <b>p. 153/3</b>	
<b>Other</b>	Discussion: Why laws are necessary <b>p. 151/2</b> Game: Laws vs. customs <b>p. 152/4</b>		Discussion: Applying laws and rules <b>p. 154/7</b>



## CHAPTER 10: Neighborhoods and the Law

### Statement to the Teacher

Too often students see the legal system exclusively in terms of the policeman, variously portrayed as the enemy of the people or the helping hand of the community. Many times the legal system is taught by describing the courts and superficially portraying court procedures. These approaches are unbalanced and deal only with procedural questions. Courts should be given secondary emphasis, with primary emphasis on the process involved in the search for justice. Your students are involved with this search for justice at every level—in the family, at school, and in interactions with people in all other situations.

Your students should be able to understand that man's search for justice is one of his noblest endeavors. Justice involves not only the search for truth; it also involves the search for mercy. Out of the interaction of truth and mercy a fair judgment emerges. This is the essence of law. Law as defined in this chapter is much broader than the common perspective that regards law as the development of codes through legislation. Moral law, rules of the family, and bylaws of organizations, as well as governmentally administered law, all prescribe that it be just, merciful, and fair. All impose sanctions or penalties for failure to comply.

You should take full advantage of your students' earnest desire for fairness. Few things disturb students more than being treated unfairly by adults. This instinct can be a powerful underlying force in making this chapter come to life.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "Neighborhoods and the Law" . . . . .	<b>A-1</b>
2.	<b>PB</b> , "There Ought to Be a Law" . . . . .	<b>A-3</b>

	<b>TRG</b> , role plays . . . . .	<b>A-5</b>
3.	<b>TRG</b> , game . . . . .	<b>A-4</b>
	<b>PB</b> , "What Is Fair?" . . . . .	<b>A-6</b>
4.	<b>TRG</b> , sociodrama . . . . .	<b>B-1</b>
5.	<b>Recording</b> , "Policework Is My Business" . . . . .	<b>C-2</b>
	<b>PB</b> , "Policemen Help Neighborhoods" . . . . .	<b>C-1</b>
6.	<b>Text</b> , "The Broken Window" . . . . .	<b>C-4</b>
	<b>TRG</b> , discussion . . . . .	<b>C-7</b>
7.	<b>Text</b> , "What Can Be Done?" . . . . .	<b>C-5</b>
8.	<b>PB</b> , "Laws in the Neighborhood" . . . . .	<b>C-8</b>

### Vocabulary

conflict	just, justice
contrast	lawyer
court	legal system
custom	order
enforce	penalty
innocent	police
judge	promise

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- Sootin, Laura. *Let's Go to a Police Station*. New York: Putnam. About the things that happen in a police station.

#### FILM

- Families and Rules: Watch How Well Everything Works*. 10 min., color, \$145; rental \$12.50. McGraw-Hill Films. About why a family needs rules.

### ACTIVITIES

**Major Idea A:** Law promotes peace, order, and justice.

- To define the term law and show that there is often some contact with the legal system in the everyday life of a neighborhood,** have the students review concepts about family rules and relate these to laws and the legal system. Proceed as follows:
  - Ask the students to describe some family rules that carry some type of punishment if family members do not comply. Then relate family rules to laws by explaining to the class that laws are rules made for larger groups than families. Laws govern people living in cities, states, and nations.

- Have the students study the picture spread "Neighborhoods and the Law," on pages 98 and 99 in the text. Then ask them to tell how they think each picture relates to a law in the neighborhood or community. Prompt with questions such as these:

- What do you think the traffic sign has to do with law? Is it a kind of rule? What is the purpose of this rule?
- What does a lawyer have to do with law? A policeman? A judge?
- Which pictures show contacts with the law like those you might have in your neighborhood?
- What other people or places in your neighborhood might have some connection with the legal system?

*After the discussion the students should be able to list examples of rules for family behavior under the heading "Family Rules" and examples of laws that govern larger groups under the heading "Laws."*

- To show how laws help maintain order and protect the lives, freedoms, and property of people in a neighborhood,** list on the chalkboard several types of laws that can affect a neighborhood. Among these would be a building code (laws that determine what kinds of houses can be built in a neighborhood); traffic laws, which determine speed on neighborhood streets, parking zones, and so on; and laws about disturbing the peace. Ask the students to tell why they think such laws are necessary and what they think might happen if there were no laws regarding housing, traffic, and so on. Point out the specific kind of protection a particular law may provide.  
*Afterward the students should be able to create cartoon drawings showing the kind of chaos that might result if there were no laws protecting people and property in a neighborhood.*
- To show that laws that promote justice are not always easy to establish or enforce because people have different values,** have the students complete exercise 10-A in their Problems Book.

4. **To demonstrate the differences between customs and laws**, the students can play a thinking game. Read “I am thinking of . . .” situations to the class and have individual students respond by giving their opinions on whether the people in the situations described are breaking the law. Following are some possible situations to use for the game.

- I am thinking of a boy who refuses to help an old lady carry her packages.
- I am thinking of a boy who threw a snowball at a passing car and broke the windshield.
- I am thinking of a man who goes through a stop sign.
- I am thinking of a boy playing baseball who hits a grand slam through a neighbor’s window.
- I am thinking of someone who threw his empty pop bottle into the river.
- I am thinking of a child who played hooky all day.
- I am thinking of someone who saw two people fighting but did not call the police.

After each situation has been read, point out differences between actual laws that regulate particular types of behavior and certain customs that are not necessarily called laws but sometimes determine what people are expected to do. For example, a boy who refuses to carry an old lady’s packages is not breaking a law, but most people expect a young person to help an elderly person.

*As a result of this activity the students themselves should be able to create situations that show whether a person is breaking a law or custom and label the situation accordingly.*

5. **To dramatize the difference between just and unjust acts**, the students can participate in the following role-play situations:

- A teacher lets two students go fishing while the others must take a spelling test.
- A father punishes his son for starting a fight with his younger brother. The older boy feels he was right when he hit the younger brother; the younger brother was teasing him and calling him names.

- Billy hit Tom first. Tom hit him back. The teacher saw Tom hit Billy and punished Tom.
- Mary wants to play tag with the boys. They push her away and tell her to go play with her dolls.

At the end of each scene ask the students to explain as simply as possible their reasons for feeling that an injustice has been done, and to suggest a more just alternative.

*As a result of this activity the students should be able to summarize in their own words why they think it is important that people be treated fairly.*

6. **To discover that fairness and justice are important values that are determined by our interest in welfare and well-being and our ideas of peace and mercy**, the students should complete exercise 10-B in their Problems Book.

**Major Idea B:** The law helps enforce promises people make.

1. **To show that when promises are misunderstood, a legal procedure must sometimes be used to resolve the misunderstanding**, have two students present a brief sociodrama based on the following scenes:

*Scene 1.* Howard and Greg are outside playing. Howard has a new sled and Greg has a new pair of ice skates. Greg asks Howard if he will trade his sled for the skates. Howard says, “Maybe I will trade my sled for your skates if you will shovel the sidewalk for me.”

*Scene 2.* Greg shovels until he is very tired. He keeps looking at the sled. Howard plays with his friends, paying no attention to Greg.

*Scene 3.* Finally Greg finishes shoveling the snow and takes his skates to Howard, saying, “Here are my skates. I finished shoveling the snow and now I want your sled.” Howard replies, “No, you can’t have my sled. It’s worth much more than your skates, even with the shoveling.” Greg protests by shouting, “But you promised!” Howard says, “I never promised. I said *maybe*.”

After these scenes have been portrayed, ask the class to act as a court and settle the issue by deciding whether Howard or Greg is right. Guide the class toward a decision by asking questions such as the following:

- Do you think it is fair to make someone else believe you have made a promise when in fact you have not? Why, or why not?
- Should Greg have been aware of a possible problem when Howard said “maybe”?
- Do you think a promise has been made when someone says “maybe”? Why, or why not?
- Is it fair to let someone else do your work for you when you don’t intend to pay him or to keep the promise he thought you made?
- How do you think courts can help settle arguments about promises people make to each other?

*As a result of this activity the students should be able to define what they think a promise is and tell why they think laws and the legal system are needed to help enforce some of the promises people make.*

- 2. To contrast formal promises (written contracts) with verbal promises made between friends or acquaintances,** invite a lawyer to speak to the class. Ask the lawyer to show the students a few contracts and explain what kinds of promises people make when they sign them (promises to pay for homes, cars, and so on). Encourage the students to ask the lawyer questions about whether or not verbal promises between friends and acquaintances can be enforced by law. *Afterward the students should be able to create simple contracts that involve promises people make to each other.*
- 3. As a follow-up to the preceding activity,** have the students ask their parents what kinds of legal promises (contracts) they might have made in business, concerning their homes, and so on. Ask the students to briefly describe such contracts for the rest of the class. List the different types of contracts on the

chalkboard to show the variety of situations in which people make legal promises to each other.

- 4. To illustrate some of the difficulties in determining fairness and justice when enforcing contracts,** read the three vignettes entitled “What’s So Fair About It?” (pages 155 through 156) to the class. After each vignette is read, have the students participate in a discussion by responding to the concluding questions.

*As a result of these discussions the students should be able to list, for each vignette, the pros and cons of each alternative resolution.*

**Major Idea C:** The law is enforced by government officials who take certain steps to enforce laws fairly.

- 1. To demonstrate that the job of the law-enforcement officer is to make sure people obey the law and also to protect people from those who break the law,** have the students complete exercise 10-D in their Problems Book.
- 2. To discover that the role of a law-enforcement officer has become complex and takes special talents and training,** the students can listen to the recorded story for Chapter 10.
- 3. To discover how courts help enforce laws,** the students can prepare a chart story based on the following situation:  
In Rockville Heights, a suburban community, there is a law that says that dogs must be kept on leashes. Mr. Jackson allows his St. Bernard to run loose. Many neighbors complain. Mr. Jackson argues that his dog needs the exercise. One of the neighbors takes the case to court.  
After the chart story has been prepared, lead a discussion by asking such questions as the following:
  - If you were the judge, would you decide to have the law enforced? Why, or why not?
  - How would the decision of the court affect the enforcement of this law?



- Do you think it's a fair law? Why, or why not?
- How does this law protect the people who live in the neighborhood?

*As a result of this activity the students should be able to draw pictures illustrating the chart story, with emphasis on the role of the court in the conflict.*

- 4. To discover some steps that can be taken to ensure that laws protect the innocent and are enforced fairly,** the students can read the episode "The Broken Window," on pages 102 and 103 in the text. Then have individual students tell in their own words what happened in the story. Ask them to explain why the police officer thought Doug was guilty of breaking the window.

*Afterward each student should pretend he is the judge, make a decision in the case, and give reasons for his decision.*

- 5. To discover that shoplifting is a major problem for many businesses,** the students can read the case study "What Can Be Done?" on pages 100 and 101 in the text. Then lead a class discussion by asking the students such questions as the following:

- How does shoplifting hurt business?
- Do you think that shoplifting affects the price of goods? Explain your answer.
- What are some ways that Mr. Effron could deal with this problem that would be fair to all?

*As a result of this activity students should be able to compile a brief list of what they think are the fairest solutions to the problem of shoplifting suggested by the class.*

- 6. To show that when laws are broken people try to judge the offenders fairly,** read the story "Frank Learns a Lesson" (pages 156 through 157) to the class. Ask the students to tell why Frank stole the scarf and whether they might have done the same thing if they had been in Frank's situation. Have them name the persons mentioned in the story who are re-

sponsible in some way for enforcing the law and give opinions on whether these persons were acting fairly. Then ask the students what other alternatives were open to each of these people. For example, should the store manager have called the police and had Frank arrested?

*Afterward the students should be able to summarize in their own words the lesson Frank learned.*

- 7. To understand that laws and rules should be applied fairly,** the students can discuss the following situations by responding to the question or questions that conclude each of the following descriptions:

- Two children are seen breaking into the school building. A policeman chases them. He catches the smaller one. Do you think that it is fair to arrest just one child because he was caught?
- A girl is helping a friend with his test. She gets caught and the teacher gives her a failing grade on her test. Her friend gets an A. Is this fair?
- Two students do their homework together. They copy from each other so that their papers are exactly the same. One student gets a higher grade than the other one. Is this fair? What rules were broken here?
- A father accuses his son of making the baby cry. The son denies it. The father says, "The baby is crying and you just came from his room, so you must have done something to make him cry." The father spanks his son. Did the father know his son had disturbed the baby? Was the father's action fair? Why, or why not?

*Afterward the students should be able to cite examples from their own experiences in which they were treated fairly or unfairly and give their opinions about why they think it is important that laws and rules be applied justly.*

- 8. To discover that in most cities, land use (zoning) and the procedures for rezoning are established by law,** the students can complete exercise 10-C in their Problems Book.

## WHAT'S SO FAIR ABOUT IT?

*by Kathlyn Gay*

## CAN A MAN OWN HALF A CAR?

Trudging up the walk to his house, Charlie Moore looked at the envelopes in his hand. He had just taken them from his mailbox by the road. But he didn't really want to open them.

"Things just seem to go from bad to worse," Charlie mumbled to himself as he opened his door. He was glad nobody else in his family was home. His wife had gone to buy a few groceries, and their two young boys were in school. Charlie didn't want them to worry about what was happening.

He threw the envelopes on the kitchen table. "Bills!" he exclaimed. No mistake about that. He could tell by the return addresses and the window-type envelopes. "Bills and more bills!" he said again, shaking his head wearily. "And no way to pay them."

Until a few months ago Charlie had been a highly paid engineer, but he had lost his job in an aircraft plant. Production in the factory had been cut back, and Charlie was no longer needed. This type of cutback had been going on in plants all over the country. No matter where he wrote or tried to find work, Charlie just couldn't get a job as an engineer. So he'd been taking part-time jobs to bring in some income. This week he had found work delivering newspapers from the city to various shops and stands in the suburbs. Soon he'd have to make the deliveries for today.

Charlie began to open the mail. He unfolded a letter from the first envelope and started to read. He felt his stomach churn. Things were worse than he had imagined. The letter was from the finance company. Charlie had been making payments to the company for a car he was buying "on time." Although he had paid regularly on the car for over a year, in the past three months he hadn't been able to make a payment. There just wasn't enough income to take care of food, a payment each month for the house, and all the other expenses.

Charlie stared at the letter. The company officials were reminding him that he had signed a contract. He had promised to pay for the car. If he did not pay, the car would be repossessed. The letter said that the company owned the car and could take it back at any time.

"I need my car!" Charlie shouted. "If I don't have a car, I won't be able to keep the job I have. There'll be no income and nothing will get paid. It doesn't seem fair that the finance company can take the car away. I've already paid part of the price. Don't I own at least half a car?" Charlie shook his head and groaned, "What a mess!"

*What do you think is fair in this case? Should Charlie be forced to keep his promise or lose his car as a penalty? What do you think can be done?*

## A SECRET PET

Linda tucked the puppy inside her long winter coat. She couldn't let anyone see it. One of her classmates had given her the puppy and Linda wanted to make a home for it in the big apartment building where she lived.

There was nobody near the entrance to the building, and Linda scurried inside. She rushed to an empty elevator and pushed the button for the tenth floor. She sighed with relief as the doors closed. If she could get up to her apartment without being seen, maybe there wouldn't be any trouble.

Linda knew her mother would be very upset and angry if she found out about the puppy. Over and over Linda had begged for such a pet, but her mother had said, "No, it's impossible while we're living here. We signed a lease for this apartment. The lease is an agreement between us and the people who own this building. The papers I signed state very clearly that no pets are allowed. When I signed the lease, that really meant I promised not to have a pet in this apartment."

Her mother had explained this several times, and Linda knew the rule by heart. But she felt it wasn't fair. Most kids want pets, she thought, so why aren't they allowed?

"I'll hide you in the utility closet," she whispered to the puppy as the elevator stopped. "I'll take care of you and won't bother anybody. Nobody in the building will know about my secret pet; then mother won't be breaking her promise," she reasoned. "That ought to work, don't you think?" she asked the puppy and hurried down the hall.

*What do you think about Linda's plan? Will she be breaking a promise? Why, or why not? Do you think the lease for the apartment is fair? Why, or why not?*

### A TEACHER'S PROMISE

"I don't think it's fair," one woman said.

"She shouldn't leave in the middle of the school year," another said.

"Why doesn't a teacher have to honor her contract?" a woman asked.

Andy had just come into the kitchen and had heard only part of the discussion. His mother and several women from the neighborhood were talking about the latest news from the school.

Actually, Andy had heard much of the story before. He supposed the mothers had a right to complain, but Andy wondered if anyone thought about Miss Becker's point of view. Miss Becker was Andy's teacher in the fifth grade. One day last week she had told the class that she would be leaving the school in February. She had found another teaching position in the city, some fifty miles from the little town where Andy lived.

"I know Miss Becker is going to make more money teaching in the city," Andy's mother said, pouring coffee for the other women.

"That's right. She'll get a better salary than she can ever get teaching in our town, but I don't think she should break her contract," one mother said.

"I agree," the third woman said. "She signed a contract to teach a full school year in our town. She ought to stay."

"But Miss Becker thinks she is needed more in the city school," Andy interrupted. "Lots of teachers don't like to teach at that school because it's run-down and the classes are overcrowded."

"Well, she's needed here too, Andy," his mother said. "I know you'll miss her. She's a good teacher. And she made a promise to our school to teach all year. Do you think it's right for her to break her contract?"

*How would you answer that question? What do you think is fair in this case? Why?*

### FRANK LEARNS A LESSON

*by Joseph Lazar*

Frank stopped to look in the window of a department store. Maybe he could find his mother's birthday gift here. He would have to hurry, though. The clock in the window showed four o'clock. His mother would start worrying if he was late.

Inside the store, Frank didn't know where to look first. There were so many counters heaped with merchandise. Frank wanted an extra-special gift. He wanted to celebrate his mother's birthday and her recovery from a long illness. Just today the doctor had said that in a day or two she would even be well enough to go outside.

A counter near the door was piled high with colorful scarves. On top of one pile was a bright red scarf. Frank picked it up and unfolded it. He knew immediately that this was the perfect gift. Red was his mother's favorite color. The scarf was woolen and would be warm as well as beautiful. I'll bet she'll wear it the first time she goes outside, thought Frank.

Frank pulled two one-dollar bills from his pocket. It had taken him quite a while to save the money. Sometimes he earned money by running errands for a neighbor. But he gave most of it to his mother. There had been so many bills lately.

Frank looked around for a salesclerk. Then he noticed the price tag on the scarf. His heart sank. He couldn't afford it.

In disappointment, Frank put the scarf back on the counter. Then he started looking through another pile of scarves. Maybe he could find another red one that was cheaper. But there weren't any. Suddenly Frank made a decision. He slipped the red woolen scarf in his jacket pocket and started toward the door.

"Hey, you, come back here!" Frank froze in his tracks when the gruff voice rang out. A man grabbed his arm. "I'm the store detective. I saw you take that scarf. Let me have it."

Frank was very frightened. His hand trembled as he pulled the scarf out of his pocket.

"Well, boy, why did you try to steal it?" the man asked.

Frank shook his head. He was afraid to say anything. He might start crying if he did.

"Come along," said the man. "Let's go to the manager's office."

"What is your name, son?" asked the manager, Mr. Todd, after the store detective had told his story.

He sounded kinder than the other man. Frank felt a little better. He told Mr. Todd his name.

"Why did you take the scarf, Frank?" asked Mr. Todd.

Frank stared at the floor. He didn't know what to say. He didn't know himself why he took the scarf. He had never stolen anything before. He had meant to pay for the scarf, but . . . No, Frank decided, the man just wouldn't understand.

Mr. Todd was puzzled. Frank looked like such a nice boy, he thought. Probably the first time he stole anything. But if he's going to act so stubborn and not talk . . .

"Frank, I'm going to call your parents," said Mr. Todd. "Give me your phone number."

"Oh, please don't call my mother," cried Frank.

"That's what they all say," snorted Mr. Todd. He was becoming impatient.

Frank was worried about his mother. She might get sick again. But finally he gave Mr. Todd his phone number.

A half hour later Frank's mother arrived, looking pale and worried. Frank rushed over, threw himself in her arms.

Mr. Todd held up the scarf and explained what had happened. "Your son won't say why he did it," said Mr. Todd. "We like to sit down with these kids who steal things and find out why. We want to help them see that stealing doesn't solve any problems."

"Frank has always been an honest boy," said Frank's mother. "He's never stolen anything before, and he's never lied to me. I think I know why he took the scarf. But I want him to tell you."

She put her arm around Frank. He was glad his mother was there, after all. She made him feel stronger and braver. He began to tell Mr. Todd how it all happened.

Mr. Todd leaned back in his chair and sighed. "Well, why didn't you tell me that an hour ago, Frank?" he exclaimed. "Everybody makes foolish mistakes. But I had to make sure it was just a foolish mistake. You know, a boy who starts stealing has a life of unhappiness ahead of him. And he hurts everyone who loves him."

Frank bit his lip and glanced up at his mother. How could he have thought—even for a moment—that his mother would rather have a red scarf than an honest son?



## CHAPTER 11: Volunteers in the Neighborhood

### COMPONENTS

#### Student Text

Picture Spread pp. 104–105	<i>Volunteers in the Neighborhood</i> p. 161/1
Episode pp. 110–111	<i>A Good Neighbor</i> p. 163/1
Case Study pp. 106–109	<i>Red Hook Changes</i> p. 163/3

#### Recording

*Paid in Thank You's*  
p. 161/2

#### Problems Book

*What Should John Do?*  
p. 39 p. 162/5

*A Trip with a Volunteer Medic*  
p. 40 p. 163/2

*Neighborhood Volunteers*  
p. 41 p. 164/1

### MAJOR IDEAS

- A. Volunteers donate their time, talent, and/or money to accomplish something that they believe is important in the neighborhood.
- B. Volunteers often work through larger voluntary organizations to provide goods and services, where neighborhoods need them.
- C. As changes occur in society and in the economy, the nature of volunteerism changes.

*Summary:* Volunteering, which changes as the society and the economy change, is the greatest exercise of freedom within a democratic society.

## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

<b>Spatial Orientation</b>	See <b>B-2: Problems Book</b>	
<b>Research Orientation</b>		See <b>C-4: Community Resources</b>

### LANGUAGE ARTS

<b>Stories and Poems</b>	<p>Story: <i>A Surprise for Mrs. Shaw</i> p. 161/3</p> <p>Story: <i>Annabel Can Read</i> p. 162/6</p>	<p>Story: <i>A Day in the Park</i> pp. 164-165/5</p>
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### ART AND MUSIC

	<p>Art: Make exhibit of volunteer services p. 162/7</p>	
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### MISCELLANEOUS

<b>Community Resources</b>	<p>Collection: Donations to voluntary organization p. 163/4</p> <p>Speaker: Fund-raising organization p. 164/6</p>	<p>Speaker: Volunteer from government project p. 164/3</p> <p>Interviews: Community volunteer projects p. 164/4</p>
<b>Other</b>	<p>Discussion: Relating volunteer work to personal experience pp. 161-162/4</p>	<p>Simulation: Fund raising pp. 163-164/5</p> <p>Descriptions: Philanthropic figures p. 164/2</p>

## CHAPTER 11: Volunteers in the Neighborhood

### Statement to the Teacher

Although the relative importance of volunteerism seems to be decreasing as government participation in solving social problems increases, it is important that your students develop positive attitudes towards volunteer work. A free society way well depend upon the ability and willingness of its members to voluntarily participate in the political, economic, and social-welfare concerns of that society.

Volunteering can be one of the greatest expressions of individual freedom, since voluntary participation is an individual decision and does not depend upon group decisions. Today we have more leisure time than ever before. Your students should discover that one important option for the use of that time is participation in volunteer work.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "Volunteers in the Neighborhood" . . . . .	<b>A-1</b>
	<b>Recording</b> , "Paid in Thank You's" . . . . .	<b>A-2</b>
2.	<b>PB</b> , "What Should John Do?" . . . . .	<b>A-3</b>
	<b>TRG</b> , discussion . . . . .	<b>A-4</b>
3.	<b>TRG</b> , story . . . . .	<b>A-6</b>
4.	<b>Text</b> , "A Good Neighbor" . . . . .	<b>B-1</b>
5.	<b>PB</b> , "A Trip with a Volunteer Medic" . . . . .	<b>B-2</b>
	<b>TRG</b> , collection . . . . .	<b>B-4</b>
6.	<b>Text</b> , "Red Hook Changes" . . . . .	<b>B-3</b>
7.	<b>PB</b> , "Neighborhood Volunteers" . . . . .	<b>C-1</b>
	<b>TRG</b> , speaker . . . . .	<b>C-3</b>
8.	<b>TRG</b> , story . . . . .	<b>C-5</b>

### Vocabulary

community  
donation  
equipment  
expressway  
machines

machinery  
plaza  
traffic board  
settlement house  
volunteer

### Bibliography

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## ACTIVITIES

**Major Idea A:** Volunteers donate their time, talent, and/or money to accomplish something that they believe is important in the neighborhood.

1. **To introduce the idea of "volunteer action,"** have the students study the picture spread "Volunteers in the Neighborhood," on pages 104 and 105 in the text. Then lead a discussion by asking such questions as the following:

- Which pictures show people working to help others?
- How are people helping other people in each picture?
- Do you think any of these workers are paid for what they are doing? If so, do you think they receive the same income they would receive for working in industry or business? Why not?
- What term describes the type of work people are performing in the pictures?
- Have you (or has anyone in your family) ever been a volunteer? What type of work did you do? How did you help people?
- If there were no volunteers, who do you think would provide the services they perform?

*After the discussion the students should be able to name several different types of volunteers and tell how their work might help people in a neighborhood.*

2. **To discover that volunteers donate time, talent, and money to accomplish something that they believe in,** the students can listen to the recorded story for Chapter 11.
3. **To demonstrate that children can do important volunteer work in a neighborhood or community,** read the story "A Surprise for Mrs. Shaw" (pages 165 through 166) to the class. Then ask the students to describe in their own words the type of volunteer work performed by the neighborhood children. Ask them what effect the volunteer work had on Mrs. Shaw and how she rewarded the volunteers.  
*In conclusion, the students should be able to cite some satisfactions (besides material rewards) that people receive when they do volunteer work.*
4. **To reinforce the preceding activity and relate volunteer work to personal experience,** have the students discuss the possible jobs they might do for others in their own neighborhood. List these possibilities on a chart and encourage students to follow through with volunteer work, such as running errands or



helping sick people. Discuss how such opportunities to help others demand sacrifice by the volunteer. Have the students compile a second list indicating the kinds of activities they would have to give up in order to perform voluntary activities.

*Afterward each student should be able to report to the class the type of volunteer work he performed and why he feels it was more important than engaging in alternative activities.*

5. **To discover that volunteer work is a great exercise of freedom because each volunteer decides what he wishes to do**, the students can complete exercise 11-A in their Problems Book.

6. **To show one way a person can work as a volunteer within a neighborhood school**, read the story "Annabel Can Read" (pages 166 through 167) to the class. Then have the students name any volunteers who may be working in their own school and describe the kind of work performed. If there are no volunteers in the school, have the students describe what kind of volunteer work could be helpful to the school. (If possible, have different types of school volunteers speak to the class about their services.) On the chalkboard list the different kinds of volunteer work done in the school.

*Afterward each student should be able to draw a picture showing a volunteer at work in the school and post this on a bulletin-board display entitled "Volunteers at Work in Our School."*

7. **To illustrate the value of volunteer services**, the students can make an exhibit of photos, drawings, brochures, and posters that depict a variety of volunteer efforts. The exhibit could include such things as the following:

- Photos from magazines showing volunteers helping in disaster situations (floods, fires, earthquakes)
- Posters from local Boy Scout or Girl Scout groups, Y's, and other youth organizations

- Drawings showing volunteers collecting funds and helping the sick, elderly, and poor
- Photos or drawings of volunteer fire fighters, legal-aid volunteers, and political volunteers

Let the class speculate on the losses that the country would suffer if no one volunteered to perform these services.

*In conclusion, the students should be able to write brief paragraphs, to be included with the exhibit, that tell why they think volunteer services are valuable and important to the well-being of the neighborhood and the country.*

8. **To understand the different attitudes that different people have toward volunteering**, have students act out the following sociodrama.

A neighborhood group meets to discuss organizing a day center for neighborhood children. The needs should include a teacher, two helpers, a large room, furnishings, toys, a place for the children to rest, and so on. The organizing group then asks for volunteers to perform the necessary tasks and raise funds. They ask the class who would like to be responsible for fund raising, for obtaining the room, for getting the furnishings, and so on. Some of the responses should be coached beforehand, so that while some students respond to the call for volunteers, others give reasons why they cannot or do not want to volunteer. One may say that he cannot because he will be out of town, another that he is too busy. A third may explain that she is only willing to do telephoning. Still another may say that her own children keep her too busy for her to help. Afterward, the class should discuss whether the excuses offered were valid, and whether those who did volunteer will have to give up other things in order to do the work.

*As a result of this activity the students should be able to compile two lists, one giving reasons why some people volunteer and one giving reasons why others do not.*

**Major Idea B:** Volunteers often work through larger voluntary organizations to provide goods and services where neighborhoods need them.

1. **To show how one person working as a volunteer with a large organization can provide services that improve a neighborhood,** have the students read the episode “A Good Neighbor,” on pages 110 and 111 in the text. Then lead a discussion by asking such questions as the following:

- What kind of service do you think Mr. Boggs provides by being on the Traffic Board?
- How does Mr. Boggs provide goods and services through his voluntary efforts with the YMCA?
- Why was Mr. Boggs involved with the Traffic Board and the YMCA? Why wasn’t he paid for his work?
- Do you think people like Mr. Boggs are needed to work with voluntary organizations? Why?
- How did Billy and Henry Boggs’s opinions change about their father?

*After the discussion the students should be able to cite instances in their own families where individuals have provided goods and services for the neighborhood or community through work with large voluntary organizations.*

2. **To discover that volunteers meet many needs that are not met by individuals, commercial services, or government,** the students can complete exercise 11-B in their Problems Book.
3. **To discover one way neighborhood volunteers can influence government organizations to help improve their neighborhood,** the students can read the case study “Red Hook Changes,” on pages 106 through 109 in the text. Then ask them to name some of the reasons the people in the case study worked together to create a plaza for their neighborhood. *(People were unhappy about the unsightliness of the empty lot; they knew the lot was unhealthy and unsafe; they*

*cared about their neighborhood.)* Ask the students to tell what government officials or group helped with the volunteer project and to explain why they think city and state governments worked with the neighborhood group.

*Afterward the students should be able to draw “before” and “after” pictures showing how volunteer efforts changed an ugly lot into a beautiful plaza.*

4. **To show how small group efforts can be used to help large voluntary organizations,** have the students collect old newspapers, books, clothing, or other items that can be donated to organizations such as the Salvation Army, the Red Cross, and the Goodwill Industries. If possible, invite a representative from the voluntary organization to explain to the class how their donation will be used and to tell about some of the services the organization provides for the community.

*As a result of this activity the students should be able to explain how a large voluntary organization is often able to provide services that a single volunteer would have difficulty providing alone.*

5. **To demonstrate one of the purposes of voluntary United Fund or Community Chest organizations,** divide the students into two groups representing neighborhoods. Tell them that each neighborhood has several identical charity organizations. Have the students in each neighborhood simulate fund-raising campaigns for their particular charities by preparing campaign posters for each organization and going from desk to desk (representing homes) to collect funds for the different charities. After various drives have been simulated, lead a discussion about the number of workers, duplication of supplies and costs, and amount of effort involved in carrying on separate campaigns. Ask the students to suggest ideas for simplifying the fund-raising campaigns. Point out the advantages of cooperative efforts, especially when there are similar charity organizations in neighborhoods.

*As a result of this activity the students should be able to conclude, in their own words, that when people work together in a united effort to raise funds for charity organizations, there are lower costs and less duplication of work.*

- 6. To demonstrate some ways volunteers work in United Fund or Community Chest campaigns,** invite a representative from a local fund-raising organization to speak to the class. Ask the guest to explain some jobs that volunteers perform. If possible, have the guest bring a diagram showing the way volunteers are organized to conduct a fund-raising campaign. Encourage the students to ask questions about the way funds are distributed to different youth, family, and health service groups. (Posters and brochures from the United Fund or Community Chest organization should help illustrate this point.)

*Afterward the students should be able to decide on a charitable cause to support and then conduct their own fund-raising campaign, collecting small amounts in a bank so that each student's contribution is unknown to others.*

**Major Idea C:** As changes occur in society and in the economy, the nature of volunteerism changes.

- 1. To demonstrate that as changes occur in society and the economy, the nature of volunteer work changes,** have the students complete exercise 11-C in their Problems Book.
- 2. To show the development and broad scope of some philanthropic institutions started by volunteers early in the century,** tell the students about historical figures such as Carnegie, Field, Kellogg, and Guggenheim (see Bibliography). If feasible, take a field trip to an institution created or supported by the donations of such individuals. Pictures and brochures from various institutions could also be used to illustrate the way well-known philanthropists have multiplied their dona-

tions and how the work of their institutions has kept pace with the changing needs of society.

*As a result of this activity the students should be able to create a bulletin-board display of institutions such as libraries, schools, hospitals, and so on, that developed because of contributions from early volunteers.*

- 3. To show that as the needs of communities and neighborhoods change, volunteers may work with government programs to provide some services,** invite a volunteer worker from a government project to speak to the class. (A tutoring program and a day-care center program are examples of projects where volunteer workers might be used.) Ask the guest to explain the purpose of the government program, how the government supplies funds to carry it out, and why volunteers are needed to perform services.

*Afterward the students should be able to conclude, in their own words, that some government programs could not function effectively without volunteer help.*

- 4. To discover some of the reasons behind the development of a recent neighborhood or community volunteer project,** the students can ask their parents or other adults to describe new programs established by their local service clubs, auxiliaries, philanthropic societies, and so on. Have students report to the class on the purposes of these new projects and tell why and how their parents (or adults interviewed) became involved. *As a result of these reports the students should be able to determine what kinds of needs are being met in the neighborhood or community through new volunteer projects.*
- 5. To show one type of service volunteers perform and why such a service is needed in growing cities,** read the story "A Day in the Park" (pages 167 through 168) to the class. Then lead a discussion by asking such questions as the following:
  - Why do you think children living in the neighborhood went to the settlement house?

- What did the teen-age volunteer group do for the children?
- Why do you think the teen-agers wanted to do things for the boys and girls in the settlement house?
- Would you want to help people you didn't know very well? Why, or why not?

*After the discussion the students should be able to list several benefits the children from the neighborhood settlement house received from the teen-age volunteer group working there.*

## STORIES

### A SURPRISE FOR MRS. SHAW

by Jeanne Stoner

Mrs. Shaw was very busy. She was trying to get her new house in order. There was so much to do. Mrs. Shaw looked around at the bare living room. The windows needed washing. The floor needed scrubbing. There were big boxes stacked in the corner waiting to be unpacked. Mrs. Shaw sighed. She almost felt like crying. She wasn't sad about the work. There was always a lot of work to do when you moved into a new house. Mrs. Shaw felt sad because she missed her old house in her old neighborhood where all her old friends lived.

*Ring!* went the doorbell.

Mrs. Shaw went to the front hall and opened the door. Three little boys were standing on the top step.

"Hello," they said, all together.

"I'm Sammy."

"I'm Paul."

"I'm Ronny."

"Hello, I'm Mrs. Shaw. What can I do for you?"

"We saw the moving van here yesterday. Do you have any odd jobs you would let us do?" asked Sammy.

Mrs. Shaw thought about all the scrubbing and washing and unpacking to be done. She really could use some help. She looked at the boys. They couldn't be more than eight or nine. She thought

they were too little to be much help. And she didn't have time to look after them.

Mrs. Shaw was just about to shake her head and say no, when Paul said, "Your windows need washing. We're good window washers."

"We can help you put things away," said Ronny. "We're very careful. We won't break anything."

"I'll scrub your kitchen floor," said Sammy. "I'm the biggest and the strongest. I'll get it very clean."

Mrs. Shaw laughed. "I've never seen people so anxious to work. I really do need some help. Come in, boys."

All afternoon Paul and Sammy and Ronny worked for Mrs. Shaw. They were very good workers. The kitchen floor was bright and clean. The windows in the living room were shining in the sunlight. All the boxes were unpacked and carried out to the garage.

"Well, boys, I think that's enough work for now," said Mrs. Shaw. "You have really done a hard day's work. I could hardly keep up with you. And you were good company, too. I was feeling a little sad working here all alone."

Sammy and Paul and Ronny grinned from ear to ear.

"Now, how much pay do I owe you workers? I'm willing to pay a lot for such good help."

"You don't owe us any pay," said Sammy.

"Oh, no, we don't want to be paid," said Paul and Ronny.

"No pay?" asked Mrs. Shaw. "What in the world—I thought you wanted to earn some money by doing jobs in the neighborhood."

"Oh, no, ma'am. We're volunteers."

"Volunteers?" asked Mrs. Shaw.

"Yes. We volunteered to help you because you are new in our neighborhood."

"We wanted you to feel welcome."

"We want you to like it here."

Mrs. Shaw looked at the three volunteers. She had a lump in her throat. But it was a nice kind of lump. It was the kind of lump you get when people have made you feel very happy and special.



"You have made me feel very welcome. I know I will be happy here in this new house. Now I don't know of a single rule against volunteers having cocoa and cookies, do you?"

Sammy and Paul and Ronny said, "No!"

"Then out to the kitchen, volunteers," said Mrs. Shaw. "I feel like having a party."

And that was just the first party for the first of Mrs. Shaw's new friends in her neighborhood. There were many, many more!

## **ANNABEL CAN READ**

by *Dena Humphreys*

There was a little girl named Annabel. She didn't like school. Annabel wanted to read, but when she tried she got all mixed up. The harder she tried, the more mixed up she got. Most of the time she couldn't follow the words when the other children were reading aloud. So she stopped listening. The reading got harder every day, so she stopped trying. The other children were all learning to read well, so Annabel felt left out. She became very quiet and sad.

There was a teacher named Miss Jones. She was Annabel's teacher. All the children in her class were learning to read—all but Annabel. I wish, thought Miss Jones, I could teach Annabel all alone for a while, so she wouldn't be so mixed up. But it wouldn't be fair to stop teaching all the other children to help Annabel. I wonder what I can do. Annabel is sad, and that makes me sad too.

There was a lady named Mrs. Brown. Mrs. Brown's children were all grown up, and Mr. Brown was away at work all day. There were days when Mrs. Brown had nothing to do. Then she would feel very lonely.

One day Mrs. Brown heard about the School Volunteers. She found out that the School Volunteers used their free time to help teachers and children. I have lots of free time, thought Mrs. Brown, and I like children. Maybe I could be a volunteer. Mrs. Brown telephoned the School Volunteers and told them she wanted to help.

Soon after that, Annabel's teacher said to her, "Annabel, I have

good news for you. You have been chosen to go twice a week to the special reading room. Mrs. Brown will read with you."

Annabel didn't think it was good news. She didn't know Mrs. Brown. When the lady finds out I can't read, thought Annabel, she'll scold me. Annabel wanted to hide, but she had to go to the special reading room just the same.

There were a lot of ladies there and lots of children too. There were many books and games and pictures, and everybody was busy. Annabel was a little scared, so she quickly said, "I can't read." She wanted to get that over with.

Mrs. Brown smiled, "I know," she said. "That's why I'm here to help you. I think we'll have fun."

Then they talked. They read a story. They played a game. Annabel drew a picture and wrote her name on it. There was so much to do that they were sorry when it was time to stop.

After that Annabel went to the reading room again and again. Sometimes she had to think very hard, but even that was fun. She and Mrs. Brown always had lots to talk about. They were good friends.

One day in class the children were reading a story. They came to a word nobody could read. The word was *volunteer*. Miss Jones asked all the best readers. She asked Sammy and John and Katrina and Mary Elizabeth. Nobody knew.

Suddenly Annabel put her hand up. "I know! I know!" she cried. "It's *volunteer!*"

All the children looked at her. They were surprised, because Annabel never spoke in class. This was the first time she had tried to read a word.

Miss Jones said, "Good for you, Annabel! Do you know what it means?"

"Yes," said Annabel. "It's on the blackboard in the special reading room, and Mrs. Brown and I talked about it. It means somebody who helps people because they want to. They don't have to. They like to help."

"That's right," said Miss Jones, and she wrote *volunteer* on the blackboard. "Now, Annabel, will you read the rest of the page for us, please?"

Annabel read aloud to the whole class. She did it well. She made only one mistake, and the funny thing was that she didn't mind making a mistake. It didn't seem to matter and she did not feel mixed up at all.

After that Annabel began to like school. She felt happier.

So did Miss Jones.

So did Mrs. Brown.

## **A DAY IN THE PARK**

*by Dorothy Light*

"Come on, Tim. Hurry up!" Ann called. "The children will wonder what's happened to us."

"I'm coming as fast as I can," said Tim, huffing and puffing behind her. "These baseball bats and balls are heavy."

Ann and Tim, both students at Beck High School, were on their way to the settlement house. They went there every Saturday during the school year with several other schoolmates. The teen-agers had formed a volunteer group to take young children on trips around town—to the zoo, to the post office, to the science museum. The children lived in the crowded, run-down neighborhood near the settlement house.

Today's outing was the last one before school closed for the summer. The teen-agers were taking the children on a picnic at the big park across town.

When Ann and Tim reached the settlement house, the other volunteers and the children were waiting in front. The children were laughing and shouting and growing more excited by the minute.

"We're all ready!" called one little boy, running up to Ann. "Did you bring the food?"

"Are you thinking about food already?" Ann laughed. "Chuck and Tom are getting it now and will bring it to the park later. Now we have to make sure that everyone is here. Stand still while I count noses."

When Ann finished counting, she divided the group into pairs

of children. Then she called out the name of the teen-ager who would be in charge of each pair of children.

"O.K., time to go now," Ann said. Each child reached for the hand of the teen-ager who was assigned to him, and everyone headed for the bus stop.

The bus ride lasted almost an hour. The children laughed and talked and sang all the way.

"Green Street!" shouted the bus driver.

Ann stood up in the aisle. "We're nearly there, boys and girls," she said. "When you get off the bus, stay right with your friend from Beck High. We'll all walk into the park together."

It was a beautiful day for a picnic. The sun was shining brightly and a warm breeze rustled through the trees.

Tim headed for the baseball diamond. "Everyone who wants to play ball come with me," he called.

Some of the boys and girls rushed after him. Others decided to play on the slides and swings. A few just ran happily around the park, sometimes turning somersaults in the grass.

The morning passed swiftly. At last a little boy came running up to Ann. "When do we eat, Ann? I'm hungry."

Ann looked at her watch. It was almost noon. "Chuck and Tom will be here with the food any minute, Bobby."

But twelve o'clock came and went, with no sign of the two boys. Soon it was one o'clock—and still no food. By now most of the children were tired of playing. They kept asking when the food would be there. Tim decided to get the fire started so that they could begin roasting the hotdogs as soon as Chuck and Tom arrived with them.

Ann was trying to think of a new game the children might play to take their minds off food. Suddenly Tim shouted. "Look, Ann! Chuck and Tom are getting out of that car. But who's that man?"

The driver of the car got out and opened the trunk of the car. Chuck and Tom began taking boxes out. Then the man waved in the direction of the group, got back into his car, and drove off.

"Hey, fellows, come and help!" Chuck shouted.

Ann joined them as they ran across the park. "Where have you been?" she demanded. "The children are starved!"

"Oh, we're sorry to be late," said Chuck, "but I think the kids will forgive us when they see what we brought."

Tom interrupted his friend. "We went first to Mr. Cole's store, just as we planned, and he gave us free hotdogs and buns just as he did last—"

Now Chuck interrupted. "But then we decided the kids should have ice cream for their picnic. And so we went to Mr. Grommy's

dairy. When we told him we wanted the ice cream for the settlement-house children, he wouldn't take a penny for it."

Tom added, "And he began to ask us dozens of questions about our volunteer work. It got so late he said he'd drive us here."

"Well, on behalf of all the children, you're forgiven," laughed Ann as she passed out sticks for roasting the hotdogs. "Mr. Grommy's ice cream will be the finishing touch to a picnic."





## UNIT FOUR: PEOPLE SHAPE THE NEIGHBORHOOD

### Structure of the Unit

The kind of neighborhood we live in is largely determined by our physical environment combined with our willingness and ability to work together to solve problems. This unit is designed to introduce your students to these concepts. They will discover how common goals and interests can draw people together. When goals and interests conflict, however, they can act as a force that separates people. In this heterogeneous society it is very important to realize how conflict can occur and how such conflict can be resolved peacefully.

Your students will discover that all neighborhoods change. Such change is continual and may carry with it a myriad of conflicts. When neighbors are not prepared for change and its resultant conflicts, serious problems can result.

In order to handle conflict and the social problems that result from it, people need to develop analytical problem-solving techniques. Chapter 14 introduces these techniques and acquaints your students with a type of analysis that they can employ the rest of their lives.

The essence of neighborhood planning is people's desire to avoid or minimize future problems whenever possible. Your students will discover that if people are to live in neighborhoods where the quality of life approaches their goals, they must become actively involved in the planning process. Through the cooperative efforts of specialists and neighborhood residents, the neighborhood can become a viable system, providing a basis for a life style that the people in the neighborhood desire.

### Unit Activity

**To introduce Unit Four**, have the students study the drawing on pages 114 and 115 in the text. Then ask them to identify the following scenes:

- People at a community action meeting
- Boys fighting
- A building being torn down
- A family moving into a new home
- A man working in an urban planning office
- Damaged buildings after a riot
- A surveyor at work

Point out that each of these scenes represents something that will be studied in this unit.

*As the students progress through their study of this unit they should be able to refer to those portions of the illustration that are related to the chapter they are studying.*

### Evaluating the Unit

**To evaluate the students' understanding of Unit Four**, have them turn to pages 148 and 149 in the text.

*As a result of the activities that were covered throughout this unit, the students should be able to analyze the illustrations to reach the conclusions given in the text.*



## CHAPTER 12: What Keeps Neighbors Together? What Keeps Neighbors Apart?

### COMPONENTS

#### Student Text

Picture Spread    *What Keeps Neighbors Together?*  
*What Keeps Neighbors Apart?*  
pp. 116–117    p. 175/1

Case Study    *Help Us Save Our Park*  
pp. 118–121    p. 180/3

Episode    *You Started It!*  
pp. 122–123    pp. 180–181/6

#### Recording

*Different People, Same Problems*  
p. 176/4

#### Problems Book

*What Keeps Neighbors Together?*  
p. 42    p. 175/2

*What Keeps Neighbors Apart?*  
p. 43    p. 177/1

### MAJOR IDEAS

A. Common beliefs, interests, traditions, and problems help people work together.

B. Conflict between groups of people who do not recognize their mutual interests and who distrust one another may result in hatred and violence.

C. Conflict can often be prevented or managed peacefully with positive results.

*Summary:* Although there are common forces within the neighborhood that help people work together, conflicts may arise. They can be prevented or managed peacefully if people are sensitive to possible sources of conflict and ways of dealing with them.

# ACTIVITIES Teacher's Resource Guide

## SOCIAL SCIENCES

<b>Research Orientation</b>	See <b>A-3: Community Resources</b>		
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## LANGUAGE ARTS

<b>Stories and Poems</b>	Story: <i>We Want Homes, Not Slums!</i> <b>p. 176/6</b> Vignettes: <i>Neighborhoods in Conflict</i> <b>p. 177/8</b>		Story: <i>Community Advocates: A New Way to Help People</i> <b>p. 180/5</b> Story: <i>Mr. Barr's Dilemma</i> <b>p. 181/7</b>
<b>Creative Writing</b>	Complete stories: Cooperation <b>p. 176/5</b>		Chart story: How volunteers help resolve conflicts <b>p. 180/4</b>
<b>Creative Dramatics</b>	Role play: Neighborhood specialists <b>pp. 176-177/7</b> Role-play: Conflicting neighborhood interests <b>p. 177/9</b>	Simulation: Conflicts between groups <b>pp. 177-178/2</b>	Sociodrama: Dealing with conflict through communication <b>p. 179/1</b>

## ART AND MUSIC

	Art: See <b>B-3: Other</b>	
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## MISCELLANEOUS

<b>Community Resources</b>	Survey: Factors that draw people together <b>pp. 175-176/3</b>		
<b>Other</b>		Experiment: Uneven distribution of power <b>p. 178/3</b> Show pictures: Contrasting neighborhoods <b>pp. 178-179/4</b>	Situations: Resolving conflicts <b>pp. 179-180/2</b> Discussion: Conflicting roles <b>p. 181/8</b>



## CHAPTER 12: What Keeps Neighbors Together? What Keeps Neighbors Apart?

### Statement to the Teacher

Given the social realities of today's world, this is one of the most crucial chapters in the second-grade program. The neighborhood has conventionally been portrayed as a happy, pleasant place for everyone. In this chapter your students should come to understand that a happy neighborhood can exist only if the people who live there are sensitive to possible sources of conflict within the neighborhood and ways of dealing with such conflict.

It is quite important that each student understand that his interests are interrelated with the interests of others, as difficult and sophisticated as this concept may be. Awareness of this idea will allow your students to constructively contribute to the future well-being of the neighborhoods in which they live.

Peaceful management of conflict is important in many areas of one's life: between individuals; between labor and management; between religious groups; between ethnic groups; and between nations. Today many specialists in human relations are working to understand the causes, prevention, and management of conflict.

In teaching this chapter you may wish to reach into Chapters 14, 17, and 18, which deal with problem resolution in neighborhoods and attitude development. You may also wish to survey the community to see if there are appropriate people available to talk to your students about the importance of being able to manage conflict.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "What Keeps Neighbors Together? What Keeps Neighbors Apart?"	<b>A-1</b>
	<b>PB</b> , "What Keeps Neighbors Together?"	<b>A-2</b>

2.	<b>Recording</b> , "Different People, Same Problems" . . .	<b>A-4</b>
	<b>TRG</b> , prepare for survey . . . . .	<b>A-3</b>
3.	<b>TRG</b> , record and discuss results of survey . . . . .	<b>A-3</b>
4.	<b>TRG</b> , role play . . . . .	<b>A-7</b>
5.	<b>TRG</b> , simulation . . . . .	<b>B-2</b>
6.	<b>TRG</b> , show pictures . . . . .	<b>B-4</b>
	<b>PB</b> , "What Keeps Neighbors Apart?" . . . . .	<b>B-1</b>
7.	<b>Text</b> , "Help Us Save Our Park" . . . . .	<b>C-3</b>
	<b>TRG</b> , sociodrama . . . . .	<b>C-1</b>
8.	<b>Text</b> , "You Started It" . . . . .	<b>C-6</b>

### Vocabulary

beliefs	grandparents
common interests	interdependence
depend, dependence	parents
district	

### Bibliography

#### FOR THE TEACHER

- Abrahamson, Julia. *A Neighborhood Finds Itself*. New York: Biblio-Tannen. How citizens join together to save a neighborhood.
- Williams, Robin M., Jr. *Strangers Next Door: Ethnic Relations in American Communities*. Englewood Cliffs, N.J.: Prentice-Hall. People of different social, ethnic, and religious backgrounds meeting and associating with each other.

#### FOR THE CHILDREN

- Bannon, Laura. *The Famous Baby-Sitter*. Chicago: Whitman. John takes care of his sister while his family prepares for a San Antonio fiesta, but he finally makes his contribution to the pageant.

Beim, Lorraine. *Carol's Side of the Street*. New York: Harcourt Brace Jovanovich. A Jewish girl new in the neighborhood earns the respect and friendship of her neighbors.

Burton, Virginia Lee. *Maybelle, the Cable Car*. Boston: Houghton Mifflin. How the people of San Francisco saved the cable cars from being lost to progress.

Guggenheim, Hans. *World of Wonderful Differences*. New York: Ktav. About the differences among people.

Mann, Peggy. *The Clubhouse*. New York: Putnam. The fact that neighbors can be friends in spite of differences in race and nationality is proved by Carlos and his friends.

———. *When Carlos Closed the Street*. New York: Putnam. Carlos and Jimmy Williams plan a champion stickball game for the street, and the Puerto Ricans and blacks no longer ignore each other.

Rowland, Florence Wrightman. *Amish Boy*. New York: Putnam. A fire destroys the Lopp family's barn and neighbors have a barn-raising to rebuild it.

Wise, William. *The Story of Mulberry Bend*. New York: Dutton. About a slum neighborhood in New York many years ago and what a newspaperman did to bring the problem of bad housing to the attention of the people of the city.

#### FILMSTRIP

*Consideration for Others*. 43 frames, color \$7, ind. record \$4, ind. cassette \$6. Society for Visual Education. Consideration for others and the concept of people helping each other are taught.

### ACTIVITIES

**Major Idea A:** Common beliefs, interests, traditions, and problems help people work together.

**1. To discover some factors that bring neighbors together,** the students can study the picture spread "What Keeps Neighbors

Together? What Keeps Neighbors Apart?" on pages 116 and 117 in the text. Then lead a discussion by asking such questions as the following:

- What is similar in all the pictures?
- Which pictures show people working together toward a common goal?
- Which pictures show people having fun together?
- Which pictures show people helping each other?
- What kind of activity has drawn people together in the first picture?

*After discussing the pictures each student should be able to relate one of them to his (or his family's) experience and describe a similar instance when he (or his family) was involved in working with, helping, or having fun with neighbors.*

**2. To show that many factors keep people together in a neighborhood,** have the students complete exercise 12-A in their Problems Book.

**3. To discover that there are common factors in their own neighborhoods that draw people together,** the students can take a survey of their parents and adult neighbors. They should ask questions such as the following and report their findings to the class:

- What is your occupation? Do many of your neighbors have occupations similar to yours? Do your neighbors belong to a similar religion? Are many of your neighbors' nationalities similar to yours?
- Are the prices of most of the homes in the neighborhood about the same as yours?
- Do most of your neighbors have the same beliefs as you do?
- If you moved to this neighborhood recently, what were your reasons for coming here?
- Do you stay in this neighborhood because it has good schools? because people here care for each other? because you have relatives here?

As students from the same neighborhood report their findings, record various similarities between people in that neighborhood by listing common factors as headings on the chalkboard. Each time a factor is mentioned in a report, mark this under the appropriate heading. Then have the students tabulate the results.

*Afterward the students should be able to identify several factors that most people in their neighborhood have in common and tell why they think these factors help keep people together.*

4. **To discover how a desire to solve a common problem can bring neighbors together**, the students can listen to the recorded story for Chapter 12.

5. **To show that members of a neighborhood must work together to achieve certain ends**, create brief unfinished stories that the students can complete. Each story should present a neighborhood problem that can best be solved through the cooperation of people in the neighborhood. The students should suggest possible solutions in response to the question posed in the story. For example, a story such as the following could be used:

- I am from a neighborhood by the river. Every spring when the snow melts, the water level of the river rises. Last spring the river level rose so high that some people had to leave their homes. What do you think the people in my neighborhood can do about the problem?

After several stories have been presented and discussed, have the students respond to the following questions:

- What can happen if many families refuse to help with neighborhood projects?
- When neighbors work together, how does this help a neighborhood?

*As a result of this activity the students should be able to create a bulletin-board display showing a neighborhood project in*

*which families must work together if the project is to be successful.*

6. **To show how neighbors can work together and obtain government cooperation in an effort to solve neighborhood problems**, read the story "We Want Homes, Not Slums!" (pages 181 through 182) to the class. Then lead a discussion by asking such questions as the following:

- How have the Wicker Park mansions changed?
- Why were people in the neighborhood angry and afraid when they heard the term *urban renewal*?
- What are "absentee owners"? Why do the people who want to save the neighborhood consider them enemies?
- What kinds of laws do the people in the neighborhood want enforced?
- How do you think the people in the neighborhood can make their demands known to government officials?

*After the discussion the students should be able to create a class mural of their own design to represent the type of mural that the Wicker Park neighbors used to express their demands for improving the neighborhood.*

7. **To discover the meaning of interdependence among neighbors and how this can keep people together**, several students can play the roles of different specialists who live and work in a neighborhood. Proceed as follows:

- a. Assign individual roles such as teacher, policeman, grocer, mailman, landlord, and doctor. Have the group of players assemble in front of the class and identify them as specialists in the neighborhood. (Review the meaning of this term if necessary.) Ask each specialist to introduce himself and tell his occupation. Then each should explain how he depends on the other specialists standing with him. For example, the doctor might say, "I depend on the policeman to keep my family and me safe; on the grocer for food; on the mailman for my mail; and on the landlord for my office."

- b. When each specialist has explained his dependency on the others, ask the group to return one by one to their seats. As each specialist leaves, have those who remain describe how his absence will affect them. For example, if the doctor and mailman have left, the remaining specialists might complain about the resulting difficulties and inconveniences—for example, they might have to go downtown to the post office for mail and to another neighborhood to find the services of a doctor. Continue this procedure until there is only one specialist left. Have that specialist describe how he would manage without the services of all the others.
- c. After the role play, lead a class discussion by asking such questions as the following:
  - Why do neighbors depend on each other?
  - Who are the people you depend on in your neighborhood? Why? What would happen if they left?
  - What do you think the term *interdependence* means?

*As a result of this activity the students should be able to name at least five specialists in their neighborhood and explain how they depend on each other.*

8. **To understand that the combined interests of one neighborhood might conflict with the combined interests of another neighborhood,** read the vignettes “Neighborhoods in Conflict” (pages 182 through 183) to the class. After reading the Middletown episode discuss what the City Council should consider before voting. Then ask your students how they think the council will vote. After reading the Oak Shadows vignette ask questions such as the following:
  - Why do you think the Oak Shadows neighborhood won? (*Because the citizens of Oak Shadows had friends in the City Council who looked after their interests*)
  - What could the North Line neighbors have done differently to win? (*They could have written letters to newspapers, contacted television and radio stations. They could*

*have made a careful study to show how the freeway might seriously affect many other neighborhoods and thus affect the happiness of more people in the city.*)

- Do you think the council's decision was a good one?  
*As a result of this activity the students should be able to list several reasons why neighborhoods might conflict with each other.*

9. **As a follow-up to the preceding activity,** the students should role-play the Oak Shadow vignette, omitting the political relationship in the episode. Three students should be selected to represent the view of each neighborhood. The remainder of the class should listen carefully to their arguments and then vote on the issues objectively.

**Major Idea B:** Conflict between groups of people who do not recognize their mutual interests and who distrust one another may result in hatred and violence.

1. **To demonstrate that sometimes conflicts that keep people apart arise between groups within the neighborhood or between neighborhoods,** have the students complete exercise 12-B in their Problems Book.
2. **To dramatize how conflicts can arise between two neighborhood groups when one has more advantages than the other,** the students can take part in a simulation. Proceed as follows:
  - Select two groups of five students each to represent neighborhood groups and one student to play the role of the mayor of the city. Each group has a petition to present to the mayor. (The students may themselves determine the nature of their petitions, based on some need or want in their own neighborhoods.)
  - A member of Group 1 reads this group's petition to the mayor. Members of Group 2 cannot speak English and must present their petition by using sign language and



gestures. The mayor can satisfy only one petition and must make his decision on the basis of his understanding of the two requests. He decides in favor of the first group.

When the simulation has been completed, ask the following questions:

- Why did the first group have their petition granted? What advantages did they have over the other group?
- Do you think this was fair? Why, or why not?
- How do you think the losing group feels toward the winning group?
- What might be the results of these feelings?

*After responding to the questions the students should be able to generalize, in their own words, that if groups have similar advantages they may be less likely to have conflicts than groups that are separated by unequal advantages.*

**3. To demonstrate that conflicts between two neighborhood groups can become serious if one group obtains more power than the other,** have the students take part in an experiment, using the following procedure:

- a. Divide the class into two groups. Tell them that each group will make a mural of its neighborhood and that a prize will be given to the group producing the better mural.
- b. Provide Group 1 with all necessary materials and tools such as crayons, pencils, colored paper, rulers, scissors, and glue. Tell them privately that they are not to share any of these materials with Group 2. To implant the idea of superiority, suggest that the other group may be careless with tools. Also, allow Group 1 privileges such as freedom to move about the room; consultation with older students or adults about the mural; and open discussion about their work among themselves.
- c. Provide Group 2 with only inferior-quality paper and a few pencils. Tell them they must remain in one part of the room while they work and that they must be quiet. If they want to ask the other group to share tools, they must do it in writing.

d. When the students have completed their murals, present the prize to the first group. Then lead a discussion about the experiment by asking such questions as these:

- Why was Group 1 able to draw the better mural? How were members of Group 2 at a disadvantage?
- During the experiment what kind of feelings do you think each group had about the other?
- After the prize was given, how do you think the members of Group 2 felt toward Group 1?

e. Continue the discussion and relate the experiment to a neighborhood situation by explaining that many times one neighborhood group will have more material advantages (in goods, income, and so on) than another and may also have more opportunities to seek help from others or learn from others. This may result in the members of the privileged group having feelings of superiority. Also point out that a group with many advantages can develop power (the ability to influence, persuade, or make things happen for their benefit). If a group with few advantages and little power must compete with the stronger group, bad feelings may result. Sometimes this is followed by violent action—fights or some other disturbance.

*In conclusion, the students should be able to suggest some factors (such as higher incomes and better education) that they think will give one neighborhood more power than another.*

**4. As a follow-up to the preceding activity,** show the class magazine and newspaper pictures contrasting slum neighborhoods and wealthy neighborhoods. Present the pictures in pairs (for example, contrast pictures of two types of homes) and have the students state their opinions about how various factors might give the wealthier neighborhood more power than the slum neighborhood. For example, contrasting pictures might suggest that in some homes children are able to study better and thus receive a better education; this in turn could result in an advantage that creates power. Or contrasting pictures of safety factors in neighborhoods could suggest that people liv-

ing in slums feel less secure than those who live in safe, healthful, pleasant neighborhoods.

**Major Idea C:** Conflict can often be prevented or managed peacefully with positive results.

1. **To understand that personal communication is an important means of preventing or resolving conflict between neighbors,** the students can enact a sociodrama based on the following descriptions of scenes:

*Scene 1.* The Allberrys live next door to the Sheridans. Every night Billy and Tommy Sheridan, who are in a band, practice their drum and horn. The Allberrys are very unhappy about this. Their children cannot sleep; Mr. Allberry cannot enjoy his favorite television programs; Mrs. Allberry gets a headache from all the noise. The members of the Allberry family complain among themselves and become increasingly angry.

*Scene 2.* The Morrisons live on the other side of the Sheridans. Like the Allberrys, they have small children. When they discover how annoying the band music is, they politely ask the Sheridan boys if they could practice their instruments earlier in the day. The boys agree, and apologize for the disturbance they caused.

After the sociodrama, lead a discussion by asking such questions as the following:

- What was the cause of the conflict in both scenes?
- Which family handled the situation better? Why?
- What can happen when neighbors do not discuss their problems with one another?

*As a result of this activity the students should be able to describe other instances in a neighborhood where conflicts between families may be resolved through discussion and mutual understanding.*

2. **To discover several ways neighborhood groups can resolve conflicts peacefully,** the students can discuss the following:

- There is an empty lot in the Arbor Valley settlement. The neighborhood people hold a meeting to decide what to do with this lot. Half the families vote to make it into a parking lot; the others vote to build a new swimming pool. Both sides have strong feelings about what they want and present good arguments for their position. Since they cannot agree among themselves, they invite the city planner to share his opinions with them. They have agreed to use the lot as he suggests.
- In the Didge-Ralston neighborhood there is a store with a neon light that flashes brightly all night. The neighborhood people do not like the light. They tell the store owner that it keeps them awake at night and spoils the beauty of their neighborhood. The store owner says that he needs the light so that people will know his store is open. No agreement can be reached. The neighborhood families take the matter to court. A judge tells them that the store owner is not breaking the law and that he will be allowed to keep a neon light on outside of his store at night. The families in the Didge-Ralston neighborhood must accept the judge's decision.
- A bill to build an overpass in the Heavenly Hills neighborhood was introduced in the City Council. The council did not pass the bill because many people who had no children wrote letters opposing the bill. Families with children want the overpass built. They organize into a group, write a petition, take it to the City Planning Commission and enlist their support, and then present their case to the City Council. This time council members pass the bill, and the overpass is built.

While discussing each of the situations, the students should consider the following points:

- The cause of the conflict
- Who was involved in the conflict
- How and by what means was the conflict resolved
- What might have happened if the conflict had not been resolved peacefully

*After the discussions the students should be able to create drawings showing various peaceful methods for resolving conflicts between neighborhood groups, such as the intervention of a third party, the use of the legal system or courts, and the use of a petition.*

- 3. To discover that even though neighborhood groups have conflicts, they can work together peacefully for a common cause,** the students can read the case study “Help Us Save Our Park,” on pages 118 through 121 in the text. Then have individual students tell the story in their own words, describing the project that brought conflicting neighborhood groups together.

*Afterward each student should be able to write a brief statement telling what kind of mutual agreement or conclusion the neighborhood groups reached in spite of their dislike for each other.*

- 4. To show how volunteers can help resolve conflicts in a peaceful manner,** create a chart story based on the synopsis which follows:

Many families live in the Edwards Street neighborhood. Their homes are old and run-down. The streets are littered with trash. Several children have become ill. Their parents say that their illness is caused by lead poisoning that has resulted from eating lead-based paint that has peeled from the walls. The parents ask the landlords to repaint the buildings with safe paint. The landlords refuse. A volunteer nurse in the neighborhood understands that the paint may be a cause of the illness. She tells the residents that if the landlords will not listen to them, they must organize themselves into a group and take their complaints to an authority, such as a judge. They draw up a petition, which is presented to a city judge. He reads it and agrees with the people. He tells the landlords that they must make their buildings safe. The landlords must comply.

After the students have followed the development of the chart story, lead a discussion by asking such questions as the following:

- What is the cause of the conflict in this story?
- How was the conflict resolved?
- If the nurse had not helped the families to help themselves, what might have been the result of the conflict?
- Why is this a good way to solve a neighborhood conflict?

*As a result of this activity the students should be able to draw pictures to illustrate the various points brought out in the discussion of the story, emphasizing the role of a volunteer in the peaceful resolution of conflicts.*

- 5. To demonstrate how people in some neighborhoods are being helped in handling legal problems,** read “Community Advocates: A New Way to Help People” (page 181) to the class. Afterward use the following questions as guidelines for discussion:

- What was Mrs. Scott’s problem?
- Why did she seek the help of a community advocate?
- How was the problem solved? Do you think it would have been solved the same way if there had been no community advocate to whom Mrs. Scott could go?

*As a result of this activity each student should be able to cite at least one example of a legal problem that the people in his neighborhood might have and in which they could use the help of a community advocate if one were available.*

- 6. To discover that sometimes conflicts between neighborhood groups are only “managed,” not necessarily resolved or prevented,** the students can read the episode “You Started It!” on pages 122 and 123 in the text. Then help them analyze the situation described in the story by asking such questions as the following:

- What kind of resolution was found for the conflict in this story?

- Will the conflict arise again? Why, or why not?
- How do you think the clubs could reach a more permanent solution for their conflict? What would happen, for example, if a third person or group tried to talk to both clubs? if one of the groups refused to fight? if the clubs worked together in a neighborhood project?

*After the discussion the students should be able to write new versions of the story in which they describe more positive measures for resolving the conflict between the two clubs.*

7. **To demonstrate how difficult it is for a person to make a decision when he plays many different roles**, read “Mr. Barr’s Dilemma” (pages 184 through 185) to the class. Then discuss questions such as the following:

- What are the two important roles Mr. Barr plays? (*Father, businessman*)
- How do the two roles reinforce each other? How do they conflict with each other?
- How did Mr. Barr’s two roles help to influence his businessmen’s association?
- What are the two important roles Mr. Kennedy plays? (*Homeowner and vice president of the Elk Creek Neighborhood Improvement Association*)
- How do these two roles reinforce each other? How do they conflict with each other?
- Did Mr. Kennedy’s opinion influence the Association? (*No*) Why not? (*Because the children’s safety was more important than Mr. Kennedy’s property*)

*As a result of this activity the students should be able to apply the importance of multiple roles to their own neighborhood.*

8. **As a follow-up to the preceding activity**, discuss with the students some of the roles they play inside and outside of the family which may be in conflict with one another. Help them conclude that they must learn to balance these conflicting roles.

## WE WANT HOMES, NOT SLUMS!

by Vivian Bullard

For many years Wicker Park was one of the finest neighborhoods in Chicago. Near the park families lived in a pretty neighborhood of brownstone and brick homes. The neighborhood children loved to play in the park. Sometimes they went to play on the streets a few blocks west of the park. There the streets were made of smooth asphalt instead of bumpy cobblestones, and it was easier to roller-skate on them. Besides, the children liked to look at the elegant mansions that lined those streets in the neighborhood.

The people who lived in these homes and mansions when they were first built about a hundred years ago were mostly German and Swedish immigrants. They had come to America—and to Chicago—to find a better way of life. For most of them, the dream had come true.

If those long-ago residents of Wicker Park could see their neighborhood today, they would scarcely recognize it. Many of the mansions are still there, but they have become shabby and run-down. Where other big houses once stood, there are vacant lots.

When they first began to hear the words *urban renewal* mentioned in connection with their neighborhood, many Wicker residents were angry and afraid. To them these words meant that bulldozers would come to their blocks and turn their homes into rubble. Many families couldn’t afford to live anywhere else. Other families had lived there so many years they didn’t want to move away. Almost all of them, however, felt there was nothing they could do except wait for the bulldozers.

Luckily, there were some residents who didn’t feel that the situation was hopeless. They began talking to their neighbors about forming an organization in which everyone would work together on community problems. Soon individual citizens and members of many churches and civic groups began joining this organization.



One of the leaders of the organization proudly described the community as one where people united, regardless of race or color.

People walking along Division Street, one of the main streets in Wicker Park, can see this description expressed in another way. Painted on a wall for all passersby to see is a huge mural. This mural is a picture of people of all races declaring, "We want homes, not slums!" All the neighborhood groups in Wicker Park joined together to pay an artist to paint the mural.

The people of Wicker Park feel that they can keep urban renewal away by keeping up the neighborhood. Many of the houses were pretty run-down, so they started getting people out to meetings to see what could be done.

Wicker Park residents know they have two main enemies in their fight to save their neighborhood. One enemy is the real estate operators who want to buy the old buildings, destroy them, and build big high-rise apartments on the land. The other enemy is the absentee owners who won't make needed repairs on the property they rent to others. These property owners don't live in the neighborhood. They don't care if it does become a slum.

By working together, Wicker Park neighbors have more power to make homeowners and absentee owners keep their property up to standards set by the city housing code. They can also demand that the city tear down abandoned or burned-out buildings.

Nobody knows yet whether these families will win or lose their fight to save their neighborhood from the bulldozer. Community leaders do know that they aren't going to give up without a long fight.

## **NEIGHBORHOODS IN CONFLICT**

*by Charles George*

Today the Middletown City Council is trying to decide how to spend the money they have for neighborhood improvement. The meeting room is packed full. There are not enough chairs and some people are standing.

Mr. Perkowski, who was elected by her neighbors in Low Valley to speak for them, speaks to the council first.

"Mr. Mayor and Council members, the people who live around me in Low Valley have been quiet for a long time. Most of us are so busy making a living we don't have time for politics. But we are through being quiet. We have paid city taxes for years and years, but the city has not spent any of this money to help Low Valley. This just isn't fair. We are here to ask the city of Middletown to use some of its tax money to build a recreation center in Low Valley. The working people of Low Valley have enough to worry about without knowing their kids have no place to play but the streets. Thank you for listening to us."

Now Mr. Moore steps forward to speak for the people who live in Upper Hill.

"Mr. Mayor, honorable councilmen, my speech will be short and to the point. The taxpayers of Upper Hill believe an overpass should be built across busy Fairview Avenue so our children can walk to and from school in safety. We think our request should be granted for two reasons. First a child's safety is more important than his recreation. Second, the people of Upper Hill pay more city taxes than any other neighborhood in Middletown. Gentlemen, I leave it up to you."

The city council knows there is not enough money to build both a recreation center and an overpass. If you were on the Middletown City Council, which project would you vote for?

Last year the people of Oak Shadows neighborhood wanted a freeway built from their neighborhood to the downtown section of the city. Most of the people in Oak Shadows had jobs in the center of the city. They knew a freeway would be an easier, faster way for them to go and come from work. Moreover, if it took them less time to travel back and forth to work, they would have more time to spend relaxing.

But the people of North Line neighborhood were very upset with this idea. The freeway would go right through the middle of their neighborhood. Many of their homes would have to be torn down to make room for it. Besides, none of them wanted to

live next to a huge, noisy, smoggy freeway. They knew it would turn their neighborhood into a slum.

So the people of North Line organized to fight the freeway. There were 750 families in North Line to only 500 in Oak Shadows. The North Liners thought they could convince the City Council to say no to Oak Shadows because more people were against the freeway than were for it.

The North Line group marched to city hall to protest the suggested freeway. They sent letters to members of the city council.

Meanwhile, the Oak Shadows group quietly explained their plan to the mayor and city council. Four of the council members were close friends of people who lived in Oak Shadows. One man who lived in Oak Shadows was the brother-in-law of the mayor.

Finally, after hours of angry argument at a city council meeting, the council voted to okay the freeway for Oak Shadows.

## **COMMUNITY ADVOCATES: A NEW WAY TO HELP PEOPLE**

*by Vivian Bullard*

Mrs. Scott was very upset when she walked out of the bicycle shop. How could the store owner refuse to give back the down payment Tommy had made on a bicycle? she asked herself. She had explained that her son hadn't told her until afterward. Tommy had used money he had earned helping the janitor at school. Couldn't that man see that Tommy was too young to ride a bike on busy city streets?

Tommy's father was dead, and Mrs. Scott didn't know where to go for advice about getting the money back. Then suddenly she remembered something a neighbor had said about a new kind of community program to help poor people. She went to ask the neighbor about it.

"These people are called community advocates," said the neighbor. "They're in the Small Claims Court building here in Harlem.

And they really understand the problems of poor people. Here's the address. Go right down and see them tomorrow morning."

Mrs. Scott was glad she didn't have to go to a building all the way downtown. New York was such a big, frightening city.

The next morning Mrs. Scott was shown into the office of Mrs. Narcissus Copeland.

"I'll bet you're wondering just what a community advocate does," said Mrs. Copeland. She smiled and motioned for Mrs. Scott to sit down.

Mrs. Scott nodded nervously.

"Well, a community advocate is the next thing to a lawyer," Mrs. Copeland explained. "Only our advice is free. There are four of us here who help people who have been cheated out of money. We help them take their cases to court. Now tell me all about your problem."

When Mrs. Scott had finished explaining about Tommy and the bicycle, Mrs. Copeland nodded. "Lots of merchants in Harlem realize that many people who live here don't know they can sue to get their money back, or don't know how to take their cases to court. So these merchants get away with their cheating."

"Will I have any trouble getting the money back?" Mrs. Scott asked.

"Indeed you won't. No child under eighteen is legally responsible for buying anything on a lay-away plan. That's the law. The store has to return Tommy's money."

Mrs. Scott smiled for the first time in several days.

"Now let me explain how we work," said Mrs. Copeland. "In Small Claims Court you can tell your story either to a judge or to a person called an arbitrator. If you go before the judge, you'll have to do your own talking. If asked by the arbitrator, I can help you explain what happened."

"Well, I've never been in court before," said Mrs. Scott. "I'd be so nervous. I'd like you to help me."

"I'll be happy to," Mrs. Copeland replied. "And don't worry—we'll win our case in court!"

Mrs. Copeland was right. Mrs. Scott got back the money. And the merchant also had to pay the court costs.

## MR. BARR'S DILEMMA

by Charles George

At the Elk Creek PTA meeting Mr. King, the principal, spoke about street traffic around the school.

"There are so many cars and trucks on Front Street that it is dangerous for our children to cross," he said. "I think something should be done before an accident happens."

Mr. Barr, who had two daughters in school, suggested that Front Street be closed to trucks. He knew it was hard for trucks to stop in a hurry, and he didn't want a truck to hit one of his little girls.

The PTA decided to gather more information before they did anything. They would discuss the problem again when they knew more about it.

Because Mr. Barr owned a small grocery store, he belonged to the Elk Creek Businessmen's Club. Two days after the PTA meeting, Mr. Barr attended the Elk Creek Businessmen's weekly lunch.

When it was time to discuss new business, he told the other businessmen about the traffic problem at the school. He also told them about his suggestion to keep trucks off Front Street where it goes by the school.

"Why, Herman Barr," Mr. Cole said. "Don't you see what that will do? Those of us who make deliveries have to send our trucks everywhere—including the area around the school. We would lose business if our trucks couldn't travel everywhere."

All the other businessmen agreed that the safety of the children was important. But they were against keeping trucks off Front Street.

"My grocery business would be hurt, too," he said. "But I am a father first and a businessman second. My children mean more to me than money."

Just then, Mr. Seltzer spoke up. "Why has no one thought of making Front Street a one-way street?" he asked. "When all the traffic comes from one direction, it is much safer for pedestrians. Besides, we could still make our deliveries."

Before Mr. Seltzer finished, several of the businessmen were already nodding to each other.

"Yes, yes. Of course," they said.

Mr. Barr was delighted too. A one-way street! What a good compromise!

Soon all the businessmen agreed.

"Herman," Mr. Cole said, "you're a member of the Elk Creek Neighborhood Improvement Association. Why don't you tell them of our proposal at their next meeting?"

"I'll be happy to," Mr. Barr replied.

At the Elk Creek Neighborhood Improvement Association meeting, Mr. Barr announced that the businessmen favored making Front Street a one-way street so that it would be safer for the children.

After some discussion, Mr. Day, the group's president, said he was against the one-way street plan.

"If Front Street is made into a one-way street, more cars and trucks would be driven on quiet streets where people have their homes. This will bring noise and pollution right up to our doorsteps."

Mr. Barr listened closely. Mr. Day is right, he thought. I don't want more traffic around my house. That will make it dangerous for my daughters to cross the street at home, too.

Instead, the president suggested building an overpass across Front Street. This way the children could cross safely whenever they wanted to.

The overpass seemed like a good idea to Mr. Barr. But Mr. Kennedy, the Association vice-president, did not agree.

"Gentlemen, you know I want to improve Elk Creek as much as you do. And you know I've got a boy at Elk Creek School, too. But do all of you think an overpass is the *only* answer?"

"Are you against an overpass?" Mr. Day asked him.

"Well, not exactly," said Mr. Kennedy. "But my house is right across from the school. And my wife and I have spent a lot of time fixing the place up. Would you want an overpass coming down in front of your brand-new hedge?"

"I understand your concern," Mr. Day said. "But I don't think

your new hedge should stand in the way of a safer, improved Elk Creek School.”

The other members of the Improvement Association agreed with Mr. Day. They voted to take the overpass suggestion to the Elk Creek City Council. The members of the association thanked Mr. Barr for bringing the problem to their attention.

“Please don’t thank me,” said Mr. Barr. “This has taught me a lot. At first I had an answer that was what I wanted as a father. Then I found an answer that was what I wanted as a businessman. Now, we’ve found an answer that is good for me as a father, as a businessman, and as a home owner. It’s hard to make decisions

when you are many persons at once. We all belong to different groups and clubs and we all have special interests. But I know now that if we listen to each other, we can find answers that are good for all of us.”

Several weeks later, the Elk Creek City Council voted “yes” for an overpass. And it was built.

Now the children cross Front Street safely every day while the traffic zooms by beneath them. So far, no one has stepped into Mr. Kennedy’s hedge, which has pleased him very much. And two blocks away, Mr. Barr can sleep late every morning because it’s so quiet where he lives.



## CHAPTER 13: Neighborhoods Change

### COMPONENTS

#### Student Text

Picture Spread *Neighborhoods Change*  
pp. 124–125 **p. 189/1**

Episode *Old and New*  
pp. 130–131 **pp. 191–192/2**

Case Study *Changes Everywhere*  
pp. 126–129 **pp. 193–194/4**

#### Recording

*Is This the Same Town?*  
**p. 189/2**

#### Problems Book

*Neighborhoods Change*  
p. 44 **p. 190/6**

*Changes Can Cause Problems*  
p. 45 **p. 193/2**

### MAJOR IDEAS

A. Neighborhoods change when their physical characteristics change.

B. Neighborhoods change when the people change.

C. When one aspect of a neighborhood changes, other changes in the neighborhood will occur and may cause problems.

*Summary:* Neighborhoods are always changing, and the sooner the changes are perceived the better will be the chance to plan for their consequences.

## ACTIVITIES Teacher's Resource Guide

### LANGUAGE ARTS

<b>Stories and Poems</b>	<p>Story: <i>A New Harvest</i> p. 190/7</p> <p>Story: <i>Hurricanes and Heroes</i> p. 191/12</p>		Poem: <i>The Instant Neighborhood</i> p. 193/3
<b>Creative Dramatics</b>		Dramatization: Personal decisions resulting from change p. 192/5	

### ART AND MUSIC

			Art: Create pictorial story about problems resulting from scientific developments p. 194/5
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### MISCELLANEOUS

<b>Community Resources</b>	Speaker: Neighborhood resident p. 189/4	Speaker: Changes in school population p. 191/1	
<b>Other</b>	<p>Listings: Physical changes in the neighborhood p. 189/3</p> <p>Discussion: Changes in land use pp. 189–190/5</p> <p>Review: Inventions cause changes p. 190/8</p> <p>Review: Inventions and technology promote new neighborhoods pp. 190–191/9</p> <p>Review: How inventions change neighborhoods p. 191/10</p> <p>Review: Effects of changes in housing industry p. 191/11</p>	<p>Review: How people change neighborhoods p. 192/3</p> <p>Review: New relationships change neighborhoods p. 192/4</p> <p>Description: Neighborhoods change when young people move away pp. 192–193/6</p>	Student descriptions: Changes cause other changes p. 193/1

## CHAPTER 13: Neighborhoods Change

### Statement to the Teacher

To understand the nature of change within a neighborhood, your students will need to acquire a new perspective. In addition to recognizing the inevitability of change, they should gain an accurate perception of the causes and effects of changes within a neighborhood. To be able to see the construction work taking place down the street as having a potential impact on the entire neighborhood requires a special vision. To see the closing of the neighborhood grocery store or the appearance of a new face in the neighborhood as an indicator of change requires a special perspective.

It is important that you help your students develop the special vision that will enable them to discover the need for certain changes in the neighborhood, the problems that may result from change, and the constructive methods available for dealing with such problems. The sooner the problems are discovered and the more energetically people work toward solutions, the better is the chance to prevent the destructive effects of neighborhood conflicts resulting from unresolved problems.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "Neighborhoods Change" . . . . .	<b>A-1</b>
	<b>Recording</b> , "Is This the Same Town?" . . . . .	<b>A-2</b>
2.	<b>PB</b> , "Neighborhoods Change" . . . . .	<b>A-6</b>
	<b>TRG</b> , listings . . . . .	<b>A-3</b>
3.	<b>TRG</b> , discussion . . . . .	<b>A-5</b>
4.	<b>TRG</b> , story . . . . .	<b>A-12</b>
5.	<b>Text</b> , "Old and New" . . . . .	<b>B-2</b>
6.	<b>TRG</b> , speaker . . . . .	<b>B-1</b>

7.	<b>PB</b> , "Changes Can Cause Problems" . . . . .	<b>C-2</b>
	<b>TRG</b> , poem . . . . .	<b>C-3</b>
8.	<b>Text</b> , "Changes Everywhere" . . . . .	<b>C-4</b>

### Vocabulary

disaster	housing project
garage	idea
government	invention, inventor

### Bibliography

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#### FOR THE CHILDREN

Burton, Virginia Lee. *Maybelle, the Cable Car*. Boston: Houghton Mifflin. How the people of San Francisco saved the cable cars that were destined to be victims of progress.

Norfleet, Mary C. *Hand-Me-Down House*. Richmond, Va.: John Knox. People must accept the newcomers to their racially changing neighborhood.

#### FILMS

*A Field Becomes a Town*. 14 min., color \$167.50. Encyclopaedia Britannica Educational Corp. The many steps that go into changing farm fields into a community.

*Cities and History: Changing the City*. 8 min., 16mm, sound, color \$115, rental \$12.50. McGraw-Hill Films. How older sections of the city become neglected and shabby as factories close down and people move out to the suburbs.

## ACTIVITIES

**Major Idea A:** Neighborhoods change when their physical characteristics change.

1. **To discover some of the different kinds of changes that take place in neighborhoods,** the students can study the picture spread "Neighborhoods Change," on pages 124 and 125 in the text. Then ask individual students to describe what kind of change has taken place in each picture and what effect the change may have on the people who live in the neighborhood. Allow them to present their own ideas with a minimum of prompting. Afterward list on the chalkboard the various kinds of changes shown, such as a change in the transportation system, changes resulting from natural disasters, and changes resulting from neglect.

*As a result of this activity each student should be able to create a brief story about one of the pictures, telling what kind of change is depicted and how this might affect a fictional family in the neighborhood.*

2. **To discover that neighborhoods change when there are changes in land use, buildings, streets and roads, or people,** the students can listen to the recorded story for Chapter 13.
3. **To discover some reasons for changes in a neighborhood,** the students can observe a variety of physical changes in their own neighborhoods. Have them note such changes as new traffic signs erected; construction or repair of old buildings; recently damaged property; streets under construction or being repaired; new play areas built. List these changes on a chart and have the students draw pictures or collect photos from the local newspaper showing the changes. Ask individual students to describe their pictures and tell why they think changes are being or have been made. List some causes of neighborhood change along with the descriptions of change. Point out such factors as traffic patterns that change and create a need for

new signs; the aging or neglect of buildings which necessitates repairs; and so on. Confine the listing and discussion to primarily physical aspects of change (as opposed to changes resulting from changes in the resident population).

*Afterward the students should be able to complete statements about specific changes in their own neighborhoods such as "There is a new traffic light on the corner by the school because. . ."*

4. **To provide an historical perspective on changes in the local neighborhood,** invite a long-time resident of the school neighborhood to visit the class. Ask the visitor to explain how the neighborhood looked long ago and how the residents lived then. If possible, show pictures of the neighborhood long ago; these might be obtained from local historical societies, real estate firms, or newspapers. Note changes in transportation and types of buildings, the effects of natural disasters (if any), and so on.

*Afterward the students should be able to draw two-part pictures contrasting the neighborhood as it was long ago and as it is today.*

5. **To illustrate that changes in land use in a neighborhood are often based on economic considerations,** carry out the following discussion with the students:

First point out that many people change jobs or businesses because of the effect such a change will have upon their income. For example, if Farmer Brown owns land near a city, he has two choices: he can continue to raise crops for sale or he can sell his land. If he bases his decision on economic considerations, he might sell his farm when his yearly income from farming becomes less than what his yearly income would be from selling the land and using the money received in a different way. Explain that one way Farmer Brown could earn a yearly profit from selling his land would be to put the money from the sale in the bank and collect the interest. Ask the students to



imagine that a housing developer wants to buy Farmer Brown's land and that as each year goes by, the land value increases as more and more people want houses. Then place the following problem on the chalkboard and ask the students to compare Farmer Brown's yearly profits from the two alternatives:

<i>Year</i>	<i>Income from farming</i>	<i>Interest on sale</i>
First year	\$2,500	\$2,000
Second year	\$3,200	\$2,400
Third year	\$3,200	\$2,900
Fourth year	\$3,300	\$3,500

Then discuss the following questions:

- During which years would Farmer Brown earn more money from selling crops than he would earn from bank interest?
- When would he earn more money from bank interest than he would from selling crops?
- When should he sell his land?

Finally, discuss the possible results of Farmer Brown's decision to sell his land. Ask such questions as the following:

- Is it good if all farmland is used for housing developments?
- Why do you think the value of Farmer Brown's land kept increasing?
- If we have less and less farmland, how will the price of vegetables and other farm products be affected?
- Do you see any reason why Farmer Brown would continue to farm even though he could earn more income by selling the land and putting the savings in the bank?

*As a result of this activity the students should be able to list some of the benefits and costs of Farmer Brown's decision to sell his land to the housing developer.*

- 6. To demonstrate the fact that neighborhoods change in many ways,** have the students complete exercise 13-A in their Problems Book.

- 7. To show how discoveries can change the use of land and alter the character of a neighborhood,** read the story "A New Harvest" (pages 194 through 196) to the class. Then lead a discussion by asking such questions as the following:

- Why was Mr. Emery willing to let the oil company cut down his trees?
- Why wasn't the oil company willing to pay more for the right to drill on Mr. Emery's land?
- In what ways did the town change after oil was discovered? Why?
- What other changes do you think will take place in the town? How will such changes affect the neighborhood and Dennis's life?

*After the discussion the students should be able to draw a sequence of pictures showing how the discovery of oil changed a farm neighborhood.*

- 8. To learn how the invention of new machines can cause adverse changes in some physical and economic aspects of neighborhoods,** the students can review the recorded lesson for Chapter 3.

- 9. To show how the invention of new machines and the increasing use of machines (technology) may promote the development of new neighborhoods,** have the students review the pictures of suburban neighborhoods on pages 28 through 29 in the text. Remind them that suburbs are often developed on land that was once used for farming. Discuss the reasons for suburban neighborhood growth, guiding the students to consider such factors as these:

- More job opportunities in and around the city
- Automobiles and other forms of transportation that make it easier to move goods and people into and out of the city
- The development of industrial parks outside large cities
- Modern methods for constructing homes quickly

Then ask the students to tell what they think would have happened to urban neighborhoods if suburban neighborhoods had not developed.

*As a result of this activity the students should be able to cite several factors that have helped bring about the development of new neighborhoods outside cities.*

- 10. To reinforce the preceding three activities,** have the students review in the text the introductory pictures for Chapter 1 (pages 20 through 21), Chapter 2 (pages 28 through 29), Chapter 3 (pages 36 through 37), and Chapter 4 (pages 44 through 45) and describe how they think the pictures depict ways inventions changed neighborhoods.

- 11. To discover how changes in the housing industry affect neighborhoods,** the students can review the introductory pictures of different types of housing in Chapter 5 of the text (pages 54 through 55). Then review activities C-7, C-8, and C-9 in Chapter 5, which show how architects and designers influence the development of new types of housing.

*After this review the students should be able to conclude that new housing designs and new methods of production have greatly changed the appearance of many neighborhoods.*

- 12. To show the effects of a natural disaster on a neighborhood and the different ways people react to such dramatic changes,** read the story "Hurricanes and Heroes" (pages 196 through 197) to the class. Then have the students name the different types of people who helped out in the disaster and describe the special role Eddie's father played. Ask a student to describe the actions of *looters* and give a value judgment about this kind of behavior. Relate the two different kinds of actions described in this story to forces that pull people together and factors that cause conflicts, as discussed in Chapter 12 (activities A-1 through A-4, A-7, B-1 through B-4). Finally, ask the students to describe other types of natural disasters that can cause extensive damage, personal injury, and loss of lives (fires, floods, and so on), and how people might react in these situations.

*As a result of this activity each student should be able to draw a picture to illustrate some type of natural disaster, display the*

*drawing to the class, and tell how the disaster might change the neighborhood.*

- 13. To gain an understanding of how good or poor services by government agencies can create changes in neighborhoods,** have the students review the episode, "Working Together" (Chapter 9, activity C-8). Discuss how a new stoplight, a day care center, and improved street cleaning would affect the neighborhood. Then have the students analyze problems which may exist in their own neighborhoods such as neighborhood cleanliness, heavy traffic, street lighting, and air pollution. Discuss what these changes would mean for the health, beauty, and safety of the neighborhood.

*As a result of this activity students should be able to draw "before and after" illustrations of how these changes would affect their neighborhoods.*

**Major Idea B:** Neighborhoods change when the people change.

- 1. To discover that families moving in or out can change a neighborhood,** the students can invite the school principal to talk to them about changes in their school's population in recent years. Encourage them to ask the principal how many students move into or out of the school during a school year and whether the number of neighborhood families with school-age children is increasing or decreasing. Have the principal describe how changes in the number of families have affected the size of the school and playground, and how these changes affected any other programs in the school. Use the information about families moving in and out of the neighborhood as a basis to discuss reasons for such mobility (changes in parents' income, tastes, needs, and job locations). Then discuss how this turnover affects neighborly reactions.

*After the visit the students should be able to prepare a pictorial display showing the changes described.*

- 2. To learn how a large number of people moving into a housing project can affect a neighborhood,** the students can read the

episode “Old and New,” on pages 130 through 131 in the text. Ask them to identify various changes that are described in the letters. Then list the changes on the chalkboard, including these:

- Old houses were torn down.
- A new school was built.
- Friends moved away.
- Everything became crowded.
- Some older residents did not like the new people in the project.

Have the students tell how they would feel about the changes if they were the older residents in the neighborhood, and how they would feel if they had just moved into the project.

*Afterward the students should be able to categorize the changes described in the episode by telling whether they think the changes were good or bad for the neighborhood, giving reasons for their value judgments.*

3. **To show how people with similar backgrounds may be attracted to a neighborhood and how this can change a neighborhood**, review the story “Life near the Steel Mills” (Chapter 7, activity C-2, pages 118 through 119). Also review pictures and activities from Chapter 12 that are related to factors that draw people together (A-1 through A-4, A-7). Then ask the students to give their opinions on how a group of people with common interests and backgrounds could change a neighborhood by moving there. Point out the possibilities for conflict between new residents and residents who have been in the neighborhood a long time. Also emphasize some positive aspects, such as the opportunity to create new relationships with different families as the neighborhood changes (reread the comments related to this concept at the end of the story “Life near the Steel Mills”).

*After this review the students should be able to write brief statements that could serve as captions for the introductory pictures in Chapter 12 and would describe how the groups pictured might change a neighborhood.*

4. **To demonstrate how new relationships between neighbors can develop and how such relationships might change neighborhoods**, have the students review the recorded lesson for Chapter 12. Ask them to describe how the Tates became friends with their neighbors and what they all did together to improve the neighborhood. Ask the students if any of them have been involved in cleanup projects and, if so, to describe the projects. Then suggest other ways that people in a neighborhood might develop relationships with other neighborhood residents, such as belonging to the same clubs, attending recreational activities together, or welcoming newcomers to the neighborhood.

*Afterward the students should be able to conduct a survey among their own families or other adults on specific ways they have developed good relationships with their neighbors, and to report these findings to the class.*

5. **To dramatize the difficult personal decisions that must sometimes be made when rural neighborhoods change**, the students can review the recorded lesson for Chapter 4. Ask a few students to act out the various parts, using the audio script for dialogue suggestions or creating their own script. After the dramatization ask the students to describe some of the changes that have taken place in this rural neighborhood and to tell why they think it was so difficult for Dale Thompson to decide whether to sell his land.

*In conclusion, the students should be able to generalize, in their own words, that people who spend all their lives in a rural neighborhood may feel close to the land and other aspects of nature, which they hesitate to give up for life in a city or town.*

6. **To illustrate the fact that some neighborhoods change because children grow up and move away**, describe a neighborhood where there are many families with young children. Use actual situations that exist in the local area or create fictional situations in a neighborhood where all the homes were built about

the same time, young married couples moved in, families were started, and young children began attending school. Point out how the needs of such families might be reflected in the physical aspects of the neighborhood—for example, backyard play areas, schools, and parks. Have the students suggest some goals young families might have for their neighborhood, such as expanding the school or developing safety features in areas of heavy traffic. Ask them to speculate about what the neighborhood will be like if the children move away when they have grown up. Suggest that only few new families will move into the neighborhood, and explain that the older couples who remain will have different needs and goals (for example, they might want to remodel their homes or work together to establish an adult recreation center).

*In conclusion, the students should be able to tell brief creative stories in which they describe various changes in families' needs and goals as young people move away, and how this might affect a neighborhood like their own.*

**Major Idea C:** When one aspect of a neighborhood changes, other changes in the neighborhood will occur and may cause problems.

- 1. To introduce the idea that one change in a neighborhood may lead to other changes,** write the following statements on the chalkboard as headings:
  - New apartment houses cause changes in neighborhoods.
  - New housing developments cause changes in neighborhoods.
  - New factories cause changes in neighborhoods.
  - New roads cause changes in neighborhoods.
  - Finding new uses for land causes changes in neighborhoods.
  - Disasters cause changes in neighborhoods.
  - People moving in and out cause changes in neighborhoods.Review each of the statements by citing specific examples as discussed in previous activities for this chapter. Ask the students to describe how such changes might affect a neighborhood. Explain that one change may bring about other changes

in a neighborhood, and list such possibilities under each heading. For example, under the first heading possible changes such as the following could be listed: more people crowd the neighborhood; new stores are built; a recreational area is developed. Encourage the students to suggest possibilities by first prompting one student to describe a change and then asking other students to describe other changes that might result from the change suggested by the first student. Continue the description of potential changes as long as possible.

*As a result of this activity the students should be able to design a pictorial display depicting several major changes in a neighborhood, with subsequent changes connected with string to the initial changes.*

- 2. To discover that one change in the neighborhood can bring about other changes that may create problems,** the students can complete exercise 13-B in their Problems Book.
- 3. To show how rural neighborhoods can be affected by rapid changes,** read the poem "The Instant Neighborhood" (pages 197 through 198) to the class. Then ask the students to describe the sequence of events that changed Mr. O'Malley's farm and how Mr. O'Malley felt about the changes. Have them speculate about any problems that might result from the development of an "instant neighborhood" and whether or not Mr. O'Malley is the only person who might be upset by the loss of fields and woods.

*In conclusion, the students should be able to state their opinions about whether it will be possible for Mr. O'Malley to truly "love this instant neighborhood," as suggested in the last line of the poem.*
- 4. To discover how new ideas and technological developments can effect changes in one neighborhood after another,** the students can read the case study "Changes Everywhere," on pages 126 and 129 in the text. Then lead a discussion by asking such questions as the following:



- What was the new idea described in the story?
- How did the invention of the gasoline engine change the way people traveled?
- What changes came about after cars were manufactured? Why did these changes occur?
- In what ways did people change because of the new form of transportation?
- Do you think it is good that people no longer have to depend on their own neighborhood for jobs, buying goods and services, and so on? Why, or why not?
- What kinds of problems do you think have been created by the use of the automobile?

*After the discussion the students should be able to reconstruct the story in a comic-strip sequence for a roller movie that shows the changes brought about by the invention of the gasoline engine.*

**5. To illustrate how some scientific and technological developments can create serious problems in a neighborhood,** have the students create a pictorial story based on the following facts:

- The government gave permission to the Climax Uranium Company to operate a uranium-processing plant and mining operation in Grand Junction, Colorado.
- The Climax Uranium Company mined and processed ore in Grand Junction for many years. They provided many jobs for the people of Grand Junction.
- After ore was processed, several thousand tons of waste material called “tailings” (a very fine sandlike material) were dumped into huge piles.
- Construction companies used these tailings as landfill for new housing and building developments in some neighborhoods in Grand Junction.
- In 1966, specialists tested the tailings. These tests determined that the material was dangerous. The tailings were radioactive. They gave off a poisonous gas called radon.
- The federal government investigated and discovered that about 3,000 buildings and houses were built on the tailings.

- Scientists who study radioactive materials say that people get sick and some die when they are exposed to too much radiation.
- No reports have been made to show whether people in Grand Junction are sick from the radiation. Studies are under way. But people in the neighborhood have a difficult time trying to sell their houses.
- A food-processing plant and a candy factory decided not to move to Grand Junction, partly because of the problem of the radioactivity in the air.

After illustrating the story, the students can answer the following questions as a basis for discussion:

- Do you think the tailings should be removed from Grand Junction? Why? (NOTE: An engineering firm says that it is possible to remove them. It has given cost estimates.)
- Who do you think should pay for the removal of the tailings? Why?
- Who should pay the medical bills if people become sick because of the radiation?
- How has the development of a way to process uranium ore changed some of the neighborhoods in Grand Junction?
- How do you think scientific and technological knowledge can be used to change this neighborhood back into a pleasant, safe place to live?

*As a result of this activity the students should be able to conclude, in their own words, that even though scientific developments are beneficial they might also produce hazards for neighborhoods.*

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## STORIES AND POEMS

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### A NEW HARVEST

*by William Rintoul*

“Dad, he’s coming!” Dennis shouted, running out toward the peach orchard where his father was working. His father had told him a man named Teal from Western Oil Company was coming

on business. Dennis could hardly wait to find out what it was all about. He soon found out.

The two men shook hands, and Mr. Teal said immediately, "Mr. Emery, I want to rent some of your land to look for oil. We'll pay you two hundred dollars."

"Oil?" Dennis's father looked surprised. "In this part of California?"

Dennis grew excited. He knew his father needed the money. And maybe there would even be enough left to buy his bicycle. But his father was shaking his head. "What about my peach trees?"

"We'll need only about a half acre of land," the man explained. "We'll pay a hundred and fifty dollars for each tree we have to clear away."

Dennis's father said nothing. Mr. Teal continued, "You'll be able to grow almost as many peaches as before. Besides, you may get a whole new harvest—oil!"

Then Mr. Emery began asking many questions. Why could they pay only two hundred dollars to rent the land if they thought they would find oil? Had anyone ever drilled in this region before?

Mr. Teal explained that another company had once drilled three wells close by, but found no oil. He said it was so expensive to drill a well that his company couldn't pay more money for the right to drill.

"But our geologist tells us the chances are good," said Mr. Teal. "He's put together all the clues—all the things he could find out about the earth here and about those other wells."

Dennis was listening closely. Clues, he thought. A geologist must be something like a detective. Then he heard his father say, "All right, Mr. Teal, let's try for that new harvest."

In a few days the bulldozer was at work, knocking down and clearing away the peach trees. Dennis thought of all the time it had taken for the trees to grow. But so many exciting things were beginning to take place he soon forgot about the missing trees. Then finally the oil workers completed the drilling mast—a tall tower of steel that rose high above the peach trees.

That night Dennis heard the clang of metal. He ran to the window. The search for oil had begun!

Early the next morning while Dennis was over at the oil well, one of the men walked over to him. "You must be the Emery boy," he said, smiling. "I'm Mr. Salerno, the geologist."

Now was Dennis's chance to find out something he'd been thinking about for quite a while. "Mr. Salerno, is a geologist a detective?"

Mr. Salerno grinned. "Well, you might say I'm a kind of detective, Dennis. I look for clues in the land. These clues sometimes add up to a kind of hunch."

As the weeks went by, Dennis watched the drill bite deeper into the ground. Mr. Salerno told him that the well was six thousand feet deep.

Then one day Dennis heard a loud roar like the sound of a train rushing past. A mighty cloud shot from the well and a stream of liquid sprayed out. The men began to shout and throw their yellow safety helmets into the air. They had struck oil!

On a Saturday morning a few months later, Dennis's father invited him to ride into town with him. He said there was something special he wanted Dennis to see. Dennis always enjoyed the ride to town. He could hardly believe the changes he saw everywhere. There was this new highway, and there were other drilling rigs in their neighbors' fields. And closer to town, hundreds of new houses and a new shopping center were being built.

Finally Mr. Emery pulled up in front of Greeb's Mercantile Store. Mr. Greeb was a good friend. Every time he saw Mr. Emery, he would joke, "When are you going to give up growing peaches and go into the oil business like everyone else?"

Then Dennis's father would always reply, "If the builders who want my land for new houses keep making such good offers, I may sell it to them."

"Say, are you coming to the meeting about the new high school?" Mr. Greeb asked as he led the way into his store.

"Oh, yes," replied Mr. Emery. "And I hope it will be built at the edge of town where there'll be room to expand." He looked at Dennis. "We'll need lots of room to train our future oilmen." He knew Dennis wanted to be a geologist like Mr. Salerno when he grew up.

Suddenly Mr. Greeb winked at Dennis's father. "It's back here," he said, and opened the door to the back room. There stood a bright red bicycle.

Mr. Emery smiled. "Thanks to the new oil harvest, Dennis, it's yours!"

## HURRICANES AND HEROES

*by Vivian Bullard*

"Mom, I wish we could do something to help," said Eddie Stanton. He put down the newspaper he had been reading. A hurricane had struck the state three days before, and the papers were still filled with stories of the disaster. Hundreds of people had been killed or injured. Thousands had been left homeless.

The terrible storm did the most damage to the Gulf Coast area. This was about a hundred miles from the town where Eddie lived. But to Eddie, the tragedy seemed much closer to home. His father, a newspaper reporter, was down there reporting on the hurricane damage. Eddie always read every story his father wrote for the newspaper.

"When your dad gets home, we can ask him for suggestions," said Eddie's mother. "When he phoned this morning, he said Mayor Dobbs is planning a program at the school auditorium to raise money for survivors. Maybe your class can help with that program in some way."

"One of the kids at school said there's nothing people up here can do," said Eddie. "His mother told him the Red Cross is taking care of everything."

"The Red Cross is helping, and so is the government," Mrs. Stanton replied. "But much more help is needed. Many families lost everything they owned—their homes, their furniture, their clothing." Mrs. Stanton sighed. "I'm afraid that some people around here just don't want to bother. Now that the danger to our town is past, they've begun to forget all about the hurricane."

"Even if the hurricane had struck here," said Eddie, "I'll bet

those people wouldn't think of anybody but themselves. It's just like Dad says in this story."

Eddie held up a newspaper with the headline: "Hurricanes: They Bring out the Best—and the Worst—in People."

"Oh, I didn't read that," said Eddie's mother. "Please read it to me."

Eddie began to read from the newspaper: "The storm brought looters out of their holes like rats. They waded, or swam, through the flooded streets toward the stores with broken windows, went in and took everything they could carry. They weren't afraid of being arrested. They knew that all the policemen in the town were busy rescuing hurricane victims."

Mrs. Stanton shuddered. "People like that are really evil," she said. "But I was thinking of people who are just selfish or thoughtless. Like some of the housewives the grocer was telling me about. When they heard the hurricane warnings, they went to his store and bought practically everything on the shelves. They wanted to make sure their families didn't go hungry if their homes were isolated by the hurricane. But they didn't care that they left no food for their neighbors to buy."

"Dad tells about people like that too," said Eddie. "One woman wanted to bring her portable TV set into the rowboat when she was rescued from her flooded home. And there wasn't even room in the boat for all the people waiting to be rescued."

Mrs. Stanton shook her head. "Thank goodness most people aren't like that. In that story your dad must have written about some heroes. There are always people who risk their lives to save neighbors—and even strangers."

"Yes, and he wrote that many children were heroes too," said Eddie. "Boys as young as I am did things like helping bail water out of flooded basements. And little girls made sandwiches for families who had to live in big tents when their homes were destroyed."

Just then Eddie and his mother heard a car drive into their driveway.

"That must be Dad!" shouted Eddie, running toward the door. "I didn't know he'd be back today."

When Eddie opened the door, he saw that it wasn't his father's car. He recognized Mr. Edwards, the editor of his father's newspaper. Then he saw his father, too. His arm was in a sling.

When the two men walked in, Mr. Edwards spoke first. "He's been writing stories about other heroes, and he turns out to be a hero himself."

"Don't pay any attention to him," said Mr. Stanton after he had kissed his wife and son. "Getting a broken arm doesn't make me a hero."

Eddie knew his father was just being modest.

Mr. Edwards grinned. "Well, it's true you could have helped *more* people if you hadn't been so clumsy as to break your arm."

Then Mr. Edwards turned to Eddie. "I really shouldn't joke about something so serious," he said. "Eddie, you should be very proud of your dad. You know, people react in many different ways during a disaster. Some people do cowardly or mean or selfish things. Let's just be thankful that many people are like your father. They don't think twice about coming to the aid of fellow human beings when tragedy strikes."

## THE INSTANT NEIGHBORHOOD

by Leon Trachtman

There was a pleasant farm in green Persimmon Valley.

It was owned and run by Aloysius J. O'Malley.

For many happy seasons he grew corn and wheat and clover,  
But after thirty years he said his working days were over.

He said, "I know I'll never rest if all I do is wishing.

My mind's made up. I'll sell, and then go South to do some fishing."

He called a businessman in town and told him what he'd planned,  
And they agreed the businessman would buy O'Malley's land.

Gone is the cornfield, gone the wheat, and gone the little wood.  
O'Malley's farm has now become an instant neighborhood.

The deal was closed, and then O'Malley had the chance to go  
To see if fish were biting in the Gulf of Mexico.

The day he left, machines drove up and started in to roar;  
The wheat and corn and clover fields would soon be there no more.

The earth was moved, the lots were marked, the streets and walks  
laid down,

And in the twinkling of an eye they'd built a brand-new town.  
Houses sprang up like mushrooms, all clean and new and bright,  
Each with its picture window, small neat lawn, and coachman's  
light.

Gone is the cornfield, gone the wheat, and gone the little wood.  
O'Malley's farm has now become an instant neighborhood.

A man gets tired of fishing—and the fish get tired too—  
So one day old O'Malley said, "Vacation days are through."  
"Although I've sold my property, in peeking there's no harm.  
I think I'll mosey up and take a look around the farm."

He took the winding road that led up to the farm's front gate—  
Except it wound no more; it was a highway smooth and straight.  
Expecting he would see a field, O'Malley was disturbed  
To view instead, to his surprise, a bustling new suburb.

Gone is the cornfield, gone the wheat, and gone the little wood.  
O'Malley's farm has now become an instant neighborhood.

At first he felt like crying out, "A pity and a shame!  
A hundred houses in my fields, and all of them the same!  
How could you tear up wheatfield, cornfield, cloverfield, and  
wood,  
And change it all so quickly to an instant neighborhood?"

But then he looked around and saw the gardens neat and green,  
The housewives busy keeping porch and walk and windows clean;  
The children on their bicycles, so cheerful and so gay  
Because they had so fine a neighborhood in which to play.



. Gone is the cornfield, gone the wheat, and gone the little wood.  
O'Malley's farm has now become an instant neighborhood.

O'Malley said, "I guess I feel mixed up about this town.  
It's nice that all these families have a place to settle down.  
They even have a park, a school, a church complete with steeple.  
But as I look around I don't see any older people.

"It may be just because I'm old I think it very good  
To have some old as well as young folks in a neighborhood.  
But since there's nothing in this world that's perfect, so they say,  
I'm satisfied they did their best in making it this way.

"I loved my cornfield, loved my wheat, and loved my little wood,  
And now I guess I'll learn to love this instant neighborhood."



# CHAPTER 14: Neighborhoods Face Problems

## COMPONENTS

### Student Text

Picture Spread pp. 132-133	<i>Neighborhoods Face Problems</i> <b>p. 203/2</b>
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Case Study pp. 134-137	<i>What Can We Do?</i> <b>pp. 203-204/4</b>
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Episode pp. 138-139	<i>Problems Can Be Solved!</i> <b>pp. 203-204/4</b>
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### Recording

<i>Helping Nature Work for People</i> <b>p. 205/2</b>
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### Problems Book

<i>Is There a Problem? Whose Problem Is It?</i> p. 46	<b>p. 203/3</b>
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<i>Neighbors Must Face Problems Together</i> p. 47	<b>p. 206/5</b>
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<i>Neighbors Solve Problems</i> p. 48	<b>p. 207/2</b>
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## MAJOR IDEAS

A. Man must learn to recognize the problems of neighborhoods and must be willing to work to solve them.

B. Neighbors must learn to study the problems of their neighborhood.

C. Neighborhoods often work with other neighborhoods, forming communities to solve common problems.

*Summary:* One must use his ability to help people in neighborhoods study and solve their problems.

## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

<b>Spatial Orientation</b>	See <b>B-5:</b> Problems Book	See <b>B-5:</b> <i>Problems Book</i>	
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### LANGUAGE ARTS

<b>Stories and Poems</b>	Story: <i>Grass Roots</i> p. 204/5		Story: <i>New Homes for the Poor</i> p. 207/3 Story: <i>Edythe Gaines</i> pp. 207-208/5
<b>Creative Dramatics</b>		Simulation: TV program p. 205/3	Simulations: Joint efforts pp. 206-207/1

### MISCELLANEOUS

<b>Community Resources</b>	Field trip: Identifying neighborhood problems p. 204/6 Speaker: Large organizations can help p. 204/7		
<b>Other</b>	Descriptions: Problem situations p. 203/1	Outline: Problem solving pp. 204-205/1 Problem solving: A neighborhood problem pp. 205-206/4	Analysis: Need for community programs p. 207/4



## CHAPTER 14: Neighborhoods Face Problems

### Statement to the Teacher

This chapter is designed to help your students discover man's unique capability for recognizing and solving problems. Your local neighborhood provides a social laboratory. Carefully planned field trips will enable your students to identify firsthand some of the neighborhood's problems.

Studying problems and working on solutions makes the student feel he is a shareholder of a free society. Involving him in problem-solving situations develops his awareness that man can use his talents to build a better world.

They should realize that curing the symptoms will not solve the problems. For example, the causes for neighborhood unrest that lead to a neighborhood riot cannot be solved by increasing the police force. Your students should learn that if a neighborhood problem is to be successfully dealt with, the following steps must be taken:

1. Recognition of the problem
2. Reasons for neighborhood concern about the problem
3. Definition of the problem
4. Careful measurement of the scope of the problem
5. Identification of the causes of the problem
6. Implementation of the combined efforts of individuals, private groups (volunteer organizations and business), and government in solving these problems

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "Neighborhoods Face Problems" . . . . .	<b>A-2</b>
2.	<b>TRG</b> , descriptions . . . . .	<b>A-1</b>
	<b>PB</b> , "Is There a Problem? Whose Problem Is It?" . . . . .	<b>A-3</b>
3.	<b>Text</b> , "What Can We Do?" and "Problems Can Be Solved!" . . . . .	<b>A-4</b>

4.	<b>TRG</b> field trip . . . . .	<b>A-6</b>
5.	<b>TRG</b> , story . . . . .	<b>A-5</b>
6.	<b>TRG</b> , outline . . . . .	<b>B-1</b>
7.	<b>Recording</b> , "Helping Nature Work for People" . .	<b>B-2</b>
	<b>TRG</b> , simulation . . . . .	<b>B-3</b>
8.	<b>PB</b> , "Neighbors Must Face Problems Together" . .	<b>B-5</b>
9.	<b>TRG</b> , problem study . . . . .	<b>B-4</b>
	<b>PB</b> , "Neighbors Solve Problems" . . . . .	<b>C-2</b>
10.	<b>TRG</b> , story . . . . .	<b>C-3</b>

### Vocabulary

community	observe
explode, explosion	riot
families	solution
hardship	symptoms

### Bibliography

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- Chapin, Cynthia. *Clean Streets, Clean Water, Clean Air*. Chicago: Whitman. About the workers who are involved in the many pollution-associated fields.
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Sechrist, Elizabeth H. and Woolsey, Janette. *It's Time for Brotherhood*. Philadelphia: Macrae. A brief summary of the efforts of people who worked for the cause of brotherhood.

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#### FILMS

*Cities and History: Changing the City*. 8 min., 16mm, sound, color \$115, rental \$12.50. McGraw-Hill Films. Older areas of the city become shabby as factories close and people move to the suburbs to find work. Shows how city planning can prevent this.

*A Field Becomes a Town*, 14 min., color, \$167.50. Encyclopaedia Britannica Educational Corp. The many steps that go into making farm fields into a community.

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### ACTIVITIES

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**Major Idea A:** Man must learn to recognize the problems of neighborhoods and must be willing to work to solve them.

1. **To define the term *problem* and to differentiate between problems that affect only the individual and those that affect many people**, describe several problematical situations for the students and have them decide who is affected. Some typical problems might concern how to spend an allowance; what kind of clothing to wear on a stormy day; what to do about a park area; how to assist poor people of the city; and so on. Explain that a problem is a situation that causes difficulty and requires a solution. After presenting descriptions, ask the students to identify the problem—that is, to state the

problem in their own words. Then have them tell whether it relates to only one person or the community, and who must solve it. Discuss each of the problem situations by having the students suggest possible solutions, encouraging them to describe the number of people who would have to be involved in each case.

*Afterward each student should be able to draw a picture showing either "A Problem a Person Must Solve Himself" or "A Problem Many People Must Solve Together."*

2. **To introduce the idea that a neighborhood can have a variety of problems that need to be solved**, have the students study the picture spread "Neighborhoods Face Problems," on pages 132 and 133 in the text. Then lead a discussion by asking such questions as the following:

- Do you think these pictures show a happy neighborhood? Why not?
- How would you describe each of the pictures?
- What kinds of problems do these pictures show?
- Do you think anything should be done about the problems? Why, or why not?

*After the discussion the students should be able to write brief captions for the pictures, describing the kind of problems shown in each.*

3. **To understand that man must learn to recognize problems and must be willing to solve them**, the students can complete exercise 14-A in their Problems Book.
4. **To discover how problems multiply in some neighborhoods and how people begin to recognize them**, the students can read the case study and episode "What Can We Do?" and "Problems Can Be Solved!" on pages 134 through 139 in the text. (The stories should be read together, since they relate to the same situation.) Then lead a discussion by asking such questions as the following:
  - Why did people in the Philadelphia neighborhood "explode"? What is this kind of explosion called?

- Why should a city be concerned about neighborhood riots?
- After the riot, what was the first thing the people did about their problems?

*After this discussion the students should be able to determine which of the pictures in the text best illustrate each of the specific problems described in the stories.*

- 5. To illustrate how neighbors can work together to solve problems,** read to the students the story “Grass Roots” (pages 208 through 209). Then lead a class discussion by asking such questions as the following:

- How does strip mining affect the land?
- What did Mr. Price want to do?
- How did his students help?
- How did the townspeople help?
- Do you think Mr. Price could have created a park on the damaged land by himself?

*As a result of this activity the students should be able to draw pictures showing the strip-mined land before and after it was reclaimed and make a display of the pictures entitled “Neighbors Who Work Together Get Things Done.”*

- 6. To provide an opportunity for identifying neighborhood problems,** take the students on a field trip through their own neighborhood or through another area of the local community. Ask them to observe anything in the neighborhood which could be a sign of an existing problem. For example—

- A block with many dilapidated buildings
- A littered lot
- Children walking to school in the street
- Children playing in the street
- Heavy truck traffic on the street
- Environmental hazards such as polluted air and streams

If possible, have the students talk to neighborhood or community leaders during the field trip, asking questions to learn whether people feel the neighborhood or community is what they want it to be. Point out that when people are dissatisfied,

their neighborhood often has a problem. Explain that some problems are not easy to observe, especially when they concern such things as few opportunities for employment, feelings of helplessness, feelings of being neglected, and lack of education or ability to improve conditions.

*After the field trip the students should be able to create a class mural illustrating the specific kinds of problems (or potential problems) they discovered in their own neighborhood or community.*

- 7. To show how government organizations and voluntary groups can help identify some neighborhood problems,** invite a public health nurse, social worker, United Fund official, or agricultural adviser to speak to the class. Ask the guest to explain in simple terms the types of studies his organization conducts to determine the existence or extent of problems such as communicable diseases, need for day-care centers, and lack of educational facilities, and how these broad problems affect people in the neighborhood and community. Have the guest tell who initiated the studies (or brought them to the attention of the organization); what “symptoms” prompted the investigation; how some problems may have been solved; and why a large organization was needed to identify the problems. *Afterward the students should be able to conclude, in their own words, that organizations outside the neighborhood are often able to recognize vast problems that affect the neighborhood because the larger organizations have access to facts from many sources and are in a position to look at the big picture.*

**Major Idea B:** Neighbors must learn to study the problems of their neighborhood.

- 1. To introduce the procedure used for problem solving in neighborhoods or communities,** write the following outline on a chart and explain it to the class by using statements similar to those in parentheses:

- Step 1. Find evidence of the problem.* (Observe any symptoms that indicate there is a problem.)
- Step 2. Define the problem.* (The definition of a problem may be stated in the form of a question. The question must express the conflict between the present conditions and people's desires.)
- Step 3. Examine aspects of the problem.* (Find out how the problem affects people's lives.)
- Step 4. Learn the size of the problem.* (Measure the problem in terms of how many people are involved in it, how large an area it affects, the costs of the problem, and so on.)
- Step 5. Understand the causes of the problem.* (Learn why the problem exists, what brought it about, and so on.)
- Step 6. Solve the problem.* (Find out what each individual, by himself, can do; what citizens acting together privately can do; and what the government can do to overcome or reduce the problem.)

Help the students understand the meaning of the various steps by following the procedure with a simple classroom or school problem (for example, a noisy classroom or an overcrowded school).

*Afterward the students should be able to define in their own words each step listed.*

- 2. To discover that people must recognize neighborhood problems and learn how to solve them,** the students can listen to the recorded story for Chapter 14.
- 3. As a follow-up to the preceding activity,** have the students simulate a television news program about the problem of Echo Creek. Have one student act as a commentator who introduces each step in the problem-solving technique. Other members of the class can act out the various events or discuss them with the commentator. (If necessary, refer to the outline of the procedure on the chart prepared for activity B-1.)

- 4. To provide further practice in the problem-solving approach,** have the students study a neighborhood problem such as litter or pollution. It can be studied as follows:

- Step 1. Evidence:* Ask the students to observe their neighborhood and report any evidence of litter and any signs of polluted air, streams, and so on.
- Step 2. Definition:* The class should decide what the big question is (How can we make our neighborhood cleaner?). Print the question on a large sheet of paper and post it in the classroom.
- Step 3. Aspects:* Divide the class into three groups to study and report on how litter and pollution affect their lives, their possessions, and their happiness. The first group can report on how litter and pollution affect lives by spreading disease, making the air unpleasant, and so on. The second group can report on what effect litter and pollution have on property—the danger or impossibility of swimming and fishing in some waters; the difficulty of selling homes that are dirty from polluted air; and so on. The third group can report on how litter and pollution affect people's happiness by explaining that people do not enjoy dirt and ugliness.
- Step 4. Size:* Have the students make a statistical survey of the problem by counting such things as toys or tools abandoned outside, yards that are not kept clean, and streets that are littered with trash.
- Step 5. Causes:* Have small groups investigate the causes of the problem and report on their findings. Suggest that the groups look for such factors as whether or not the streets and sidewalks are swept; whether people have bad habits and throw trash on the ground rather than put it in covered cans; whether regular trash collections are made; whether factories are polluting the air and streams; whether heavy traffic creates air pollution or whether the roads are paved.



*Step 6. Solution:* Have the class make a list of various ways the problem could be solved. These should be categorized under three headings:

1. What each person can do ;
2. What people can do together ;
3. What people can do with the help of government.

*After completing the problem-solving steps the students should be able to carry out some of the recommended solutions with methods such as talking to younger classes about litter prevention, organizing a cleanup campaign, preparing posters about pollution, or visiting a government official to find out what services could be provided for a cleaner neighborhood.*

- 5. To discover that man must learn to recognize problems and be willing to solve them,** the students can complete exercise 14-B in their Problems Book.

**Major Idea C:** Neighborhoods often work with other neighborhoods, forming communities to solve common problems.

- 1. To introduce the idea of “community” and the need for joint efforts to achieve common goals,** have the students take part in a series of simulations about four different neighborhood groups, each of which wants a park. Proceed as follows:

- a. Select four students to be representatives of four neighborhoods. Choose five students to play the roles of city council members. Prepare a map or drawing showing the desired location for each park the neighborhoods want. The map should look something like the following, with

X (1)	(2) X
(3) X	(4) X

neighborhoods numbered and an X in each indicating the desired site.

- b. For the first simulation, have each of the four neighborhood representatives present a previously prepared petition for its new park to the city council members. Each representative gives reasons why his neighborhood needs a new park. The first neighborhood does not have a park within walking distance of homes; the park in the second neighborhood has been converted to a commercial area; the third neighborhood has only a vacant lot that is littered and unsafe to use as a park; the fourth neighborhood just built a new school and would like to have a park for the school children. The city council discusses the four proposals. Some members object to four separate parks for adjoining neighborhoods and use the map to support their position. The council decides four parks would cost too much, and they vote against all four proposals.
- c. Have the class discuss what they think the neighborhoods should do now. Explain that they can join together to work toward a common goal: one park for all. Define the larger group as a “community” and have the four neighborhood representatives form a community group.
- d. For the second simulation, have the community group use the map as they discuss where the best location would be for a single park to serve all four neighborhoods. They should decide among the original locations already marked on the map. (Explain that these original locations are probably parcels of land suitable for parks.) The community group should see that the park site in the third neighborhood is the most suitable. Have them present their request for a park to the city council. The council discusses it, pointing out such factors as these:
- It is less expensive to build one park than to build four separate parks.
  - The location is good because the community of four neighborhoods would get rid of an ugly lot.

- Quite a few voters live in the four neighborhoods that make up the community group; those voters might not reelect the council members if the proposal is turned down. The council votes to go ahead with the proposal and buy the land for a community park, and to supply funds from tax money to develop the park.
- e. After the simulations, discuss the following points covered during the activity:
- People of a community represent a large number of voters who may be able to influence government officials to provide goods and services for their community.
  - A single community project will probably cost less than the total cost of several individual neighborhood projects of the same type.
  - Neighborhoods together may achieve goals that they might be unable to obtain individually.

*As a result of this activity the students should be able to define a community and give their ideas on why community efforts can sometimes be more effective than the efforts of single neighborhoods.*

2. **To demonstrate that neighbors can work together to solve common problems,** have the students complete exercise 14-C in their Problems Book.
3. **To show how a community organization made up of different neighborhood groups solved a housing problem in a poor section of a city,** read the story "New Homes for the Poor" (pages 209 and 210) to the class. Help the students analyze the story by outlining it on the chalkboard according to the problem-solving steps. Encourage them to cite the evidence, define the problem, state aspects, and so on. If necessary, review sections of the story that illustrate each step.

*Afterward the students should be able to create a bulletin-board display depicting some of the ways the Western Addi-*

*tion Community Organization worked to improve a large section of a city.*

4. **To emphasize the need for community programs that can help neighborhoods solve common problems,** write in simplified form on the chalkboard the following facts:
  - In a particular year, the U.S. Public Health Service claimed that there were between 85,000 and 180,000 rats in two neighborhoods of a midwestern city. The rats lived in almost every area of the two neighborhoods.
  - Rats multiply very rapidly. Female rats can give birth to 22 baby rats every thirty days.
  - When there are too many rats living in a neighborhood, often some of them move to an adjoining neighborhood.
  - Rats can be killed with different poisons, but in the year mentioned the city government spent only \$2,000 on rat-control programs. It spent \$525 on rat poisons, and most of these were used at the city dump. It spent the rest of the money on overhead costs (for equipment, offices, and so on) and to pay city employees in the sanitation department.
  - The city health department does not have a full-time program to enforce the laws dealing with rats and rat control.

Help the students analyze the facts by using the problem-solving procedure. When discussing solutions to the problem, explain that the Community Renewal Program, an organization established to improve several neighborhoods, is working to solve the problem. The organization may follow suggestions made by the state board of health, which include the enactment of new and strict laws on rat control; education about the seriousness of the rat problem; a campaign for a sanitary waste-disposal service; the removal of weeds and trash.

*After the analysis the students should be able to tell whether or not they think one neighborhood could solve its rat problem by itself and to give reasons for their opinions.*
5. **To show how neighborhood problems can be overcome through community efforts,** read the story "Edythe Gaines"

(pages 210 through 211) to the class. Then lead a discussion based on the following questions:

- Why is Community School District 12 different from other school districts in New York City?
- What kinds of problems did Dr. Gaines find in the different neighborhood schools of the district?
- How did city officials learn about the problems in the district?
- How did the city help the district?
- What did Dr. Gaines do to help people work together?
- How is Dr. Gaines helping other school districts?

*After the discussion the students should be able to conclude that the leadership of one person is often necessary to bring people together to work as a community.*

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## STORIES

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### GRASS ROOTS

by Robyn Guest

Remember the way the moon looked in pictures of the astronauts walking on its surface? There were no trees or grass there. It was a bleak and barren wasteland.

In many parts of America, land that has been strip-mined for coal is as lifeless as the moon. When coal deposits lie close to the surface, miners don't dig underground mines. They use bulldozers to scrape off layers of soil until they reach the coal. After the coal is scooped out, all that remains is piles of rubble called "spoil banks." The fertile topsoil has been buried beneath hard clay in which nothing will grow.

Southeastern Ohio has hundreds of acres of this kind of wasteland. Over the years, many Ohioans who lived near the abandoned strip mines got used to them. But many other people couldn't forget how beautiful the area had once been. "Why doesn't somebody try to repair the damage to the soil?" they kept asking. "Can't something be done to make grass and trees grow there again?"

Until the fall of 1971, people in the little town of Mount Eaton, Ohio, asked questions like that too. Then they stopped *talking* about the problem and started *doing* something about it.

The person who brought about this change was the new principal and science teacher of the Mount Eaton School, Leonard Price. For several years, Mr. Price had been studying ways to reclaim, or renew, land that had been ruined by strip mining. When he came to live and teach in Mount Eaton, he came with an unusual idea. He would start a reclamation project with the help of the students in his sixth-grade science class.

The sixth-graders responded with enthusiasm as Mr. Price explained his idea. A local lumber company had given the school eight acres of an old strip mine a few miles out of town. This plot of ground would become the class's "land laboratory." During the fall and spring months the students would hold some of their science classes out there. They would help test the soil and treat it with lime and fertilizer. Then they would plant the kinds of grass seed that had the best chance of growing in that kind of soil.

Mr. Price explained that the class would start work on just one acre. If many adults could be persuaded to help, the eight acres of barren land could be turned into a beautiful park area by the end of the school year.

In a town as small as Mount Eaton, it didn't take long for everybody to hear about the reclamation project. Some people thought it would be a waste of time and money to try to reclaim the damaged soil.

Many other people liked the idea, though. The parents of most of the sixth-graders said they would help in any way they could. Some of the fathers who owned trucks offered to haul all the materials needed for the project. Others said they would do the heavy work. The first big job was turning the soil so that the clay was once again underneath the fertile earth. Then lime and fertilizer had to be spread over the area.

Tons of lime and fertilizer were needed. Farmers and local businessmen said they would donate these materials. As the work progressed, people donated grass seed, daffodil bulbs, sawdust for the nature trails, and many other items. In April, the state Depart-

ment of Natural Resources sent an Arbor Day gift of 2,000 tiny pine trees to be planted.

By the end of the school year people all over Ohio—and in many other states too—had heard about the Mount Eaton strip mine reclamation project. Newspapers printed stories about it. Conservationists, coal mine operators, and senators were among the people who came to visit the school's land laboratory.

Everybody who had worked on the project was proud that such a little town could do such important work. They had set a good example for many other communities that had problems to solve. Maybe the people would no longer ask, "Why doesn't *somebody* do something?" Instead they might ask, "Why don't *we* do something?"

## NEW HOMES FOR THE POOR

by Marg Donnelly

Sometimes neighborhoods grow old and tired and become slums. Broken glass litters the sidewalks. Trash fills the gutters. Rat-bitten furniture sits in the streets. Houses and apartments need paint and repairs.

That happened to a neighborhood in San Francisco called the Western Addition. Nearly all the families who lived there were very poor. They couldn't afford to move into a better neighborhood.

A few years ago, city planners thought of a way to make the Western Addition a nicer place to live. This way was called *urban renewal*. That meant they would tear down the crumbling old buildings and build new ones.

The people who lived in the old buildings to be torn down were worried. They would have to find new homes. They knew there weren't enough vacant houses available for all the families.

Many of the people had to move out of their old neighborhood. But often their new homes in other neighborhoods were worse than the old ones.

"We mustn't let this happen again," said the rest of the neighborhood people.

Many of them decided to work together to save their neighborhood. They started an organization called Western Addition Community Organization, or WACO for short.

The organization leaders went to the city planners. They had three requests. First they said, "Please stop tearing down all our houses. Many of these houses are still strong. We need them for our families."

Next, the WACO leaders said, "If you must tear some houses down, do not build expensive apartments there. Build apartments that our people can afford."

Then the WACO leaders said, "Many people must move because you tear their houses down. It is only fair that you find homes for them."

The planners didn't think it was possible to agree to WACO's requests. So WACO's lawyers went to a judge. The judge said urban renewal couldn't continue until there were places for all the neighborhood people to move into.

But even then, good homes couldn't be found for many of the people. So WACO decided to fix up some apartment buildings that the city planned to tear down.

"The buildings are still strong," WACO leaders told the city planners. "We can build better apartments in the old building frames. We will buy the buildings."

A local church group gave WACO money to start the project. A bank helped by lending WACO the rest of the money needed.

The planners agreed to WACO's proposal. That was the beginning of Univista, an apartment building for neighborhood people. Workmen soon started to rebuild the insides of the old buildings.

Neighborhood children watched as a part of their block became a better place to live. They knew there would be more children living there soon. Half of the apartments were being built for families with children.

When the workmen's hammering stopped, families started moving in. Big families moved into big apartments. Small families moved into small ones. Each family paid whatever rent it could afford.

The people who live in Univista now are proud of their new



homes. They all work together to keep it a nice place to live.

Many of them never had a nice place to live before. Together, they are learning how to take care of their homes.

Mothers and fathers keep the halls and their own apartments clean. They fix things that break.

Children help too. They pick up their own toys and bikes. They are careful not to break things. They even help by picking up scraps of paper on the sidewalk. They, too, have pride in their apartments.

All the neighborhood people are proud. But they still want to make more changes. They want to build a park for their children to play in. They want to fix up more buildings like Univista.

When they finish, a larger area will have become a better place to live. Best of all, neighborhood people will still be able to live there.

## **EDYTHE GAINES**

*by Patricia Goldschlag*

An old mattress factory becomes a school where children learn Spanish and English.

An old movie theater turns into a museum and planetarium.

How could these things happen? It almost sounds as though someone waved a magic wand, doesn't it?

But this isn't a fairy tale. This is a true story that took place in a section of New York City called the Bronx.

Nonetheless, the people who live there believe that Dr. Edythe Gaines is something like a fairy godmother. She helped make those things happen—and many more. But she did it through hard work, not magic.

When Dr. Gaines was appointed superintendent of Community School District 12, she soon learned that the schools had many problems.

Most of the school buildings were very old and needed repairs. The classrooms were badly overcrowded. Sometimes more than one class had to share a room. This meant that each class could

use the room for only part of each day. With so little time in school, many children were behind in their work.

In some classes, children were having language problems. Their parents were from Puerto Rico, where everyone speaks Spanish. At home the only language the children heard was Spanish. At school the only language they heard was English. All the subjects were taught in English, and these children didn't know the language well.

Dr. Gaines knew that it would be hard to solve the problems of District 12 schools. She knew that everyone would have to help: parents, teachers, children, and even the people in the district who had no children in school.

Soon Dr. Gaines began going to all the New York City meetings on education. She wanted everyone to know about the problems in her district. Before she went to a meeting, though, Dr. Gaines always talked to parents and teachers. She asked them for suggestions about the most important problems to talk about. And when she returned, she always told the parents and teachers what took place at the meeting.

Gradually, more and more people became interested in the schools. Many parents began going to the meetings with Dr. Gaines. And these parents spoke out, too.

Sometimes even children spoke at the meetings. A first-grader once told the City Planning Commission about some of the problems in his school. At another meeting a ninth-grader who had studied the school budget was a speaker. He was able to demonstrate to the officials that District 12 didn't receive as much money as other school districts in the city.

Now here's where the "magic" began to work. With Dr. Gaines' help, the people in the community were beginning to work together on their problems. They began to see that they could accomplish much more this way. Soon several new elementary schools were under construction. Also, extra classroom space was found in other buildings in the area.

What about that old mattress factory? Well, that became a special kind of school called a *bilingual* school. In this school Spanish-speaking children are taught their subjects in Spanish while they also study English. And English-speaking children study Spanish

along with their other lessons. When these children graduate from sixth grade, they can read, write, and speak in two languages.

And the old abandoned movie theater? Dr. Gaines convinced the city that District 12 could put it to good use in many different ways. There were even several floors of office space above the theater that could be turned into extra classrooms. So the city rented it for the district.

Everybody was especially excited about the plans for the balcony of the theater. It was to become a museum for the entire com-

munity's use. It would have a natural science center, a planetarium, and many exhibits which would be of special interest to the people of District 12.

Dr. Gaines hopes that eventually the entire theater can be remodeled. Then people in the community can use it for many different activities. Already thousands of dollars have been contributed toward the project. Much more is needed, but Mrs. Gaines has faith that the money will be raised. People in the community have learned to work together to get things done.

## CHAPTER 15: Neighborhoods Plan Ahead

### COMPONENTS

#### Student Text

Picture Spread     *Neighborhoods Plan Ahead*  
pp. 140–141     pp. 215–216/1

Case Study     *Planning Prevents Problems*  
pp. 142–145     p. 218/1

Episode     *Poor Planning*  
pp. 146–147     p. 219/5

#### Recording

*A Town with Growing Pains*  
p. 219/2

#### Problems Book

*Neighbors Need to Plan Ahead*  
p. 49     p. 216/2

*What Happens When Neighbors Do Not Plan?*  
p. 50     p. 217/5

*What Is Important in Planning a Neighborhood?*  
p. 51     pp. 217–218/2

### MAJOR IDEAS

A. The neighborhood is a system made up of many interacting subsystems, which should be in balance to prevent conflicts and problems.

B. If the people of a neighborhood decide upon goals for the neighborhood, they can organize the subsystems to meet the goals.

C. The people in a neighborhood can cooperate with experts, government officials, and businessmen in planning or carrying out plans.

*Summary:* The neighborhood is a system composed of interacting subsystems that should be organized by the people of the neighborhood to meet their goals.

## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

<b>Spatial Orientation</b>	See <b>A-2:</b> <i>Problems Book</i> See <b>A-4:</b> System Orientation See <b>A-5:</b> <i>Problems Book</i>		
<b>System Orientation</b>	See <b>A-3:</b> Art and Music Experiments: Causes and results of system imbalance <b>pp. 216-217/4</b> See <b>A-5:</b> <i>Problems Book</i> See <b>A-6:</b> Community Resources	See <b>B-2:</b> <i>Problems Book</i> See <b>B-3:</b> Art and Music	

### LANGUAGE ARTS

<b>Stories and Poems</b>		Story: <i>Neighbors Work Together</i> <b>p. 218/4</b>	Story: <i>Letters from Juan to His Cousin in Mexico</i> <b>p. 219/4</b> Story: <i>A Good Plan</i> <b>p. 219/6</b>
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### ART AND MUSIC

	Art: Make a mobile of a neighborhood system <b>p. 216/3</b>	Art: Draw pictures of uses of subsystems <b>p. 218/3</b>	
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### MISCELLANEOUS

<b>Community Resources</b>	Field trip: Observing subsystems <b>p. 217/6</b>		Speaker: City planning <b>p. 219/3</b>
<b>Other</b>		Discussion: Neighborhood goals <b>p. 217/1</b>	



## CHAPTER 15: Neighborhoods Plan Ahead

### Statement to the Teacher

This chapter introduces the concept of the neighborhood as a system. When studying any system, it is necessary to begin with a goal. Goals are always based on some value orientation. Your students should be encouraged to deal with values as they relate to neighborhoods goals that they would like to see met. Once the goals have been established, it becomes possible to look at a system and see how it functions at any particular time. Is the system working in such a way as to promote the goal, or is it impeding movement toward attaining the goals?

Through their study of this chapter your students should be able to discover that the neighborhood, like every other system, is made up of many subsystems. Housing, schools, sewage, water, transportation, and communication systems are all parts or subsystems of the neighborhood system. Each subsystem must be related to the rest of the system in such a way that their interaction promotes the achievement of the neighborhood's goal of becoming a safe, happy, and beautiful place to live.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "Neighborhoods Plan Ahead" . . . . .	<b>A-1</b>
	<b>PB</b> , "Neighbors Need to Plan Ahead" . . . . .	<b>A-2</b>
2.	<b>TRG</b> , experiments . . . . .	<b>A-4</b>
3.	<b>PB</b> , "What Happens When Neighbors Do Not Plan?" . . . . .	<b>A-5</b>
4.	<b>PB</b> , "What Is Important in Planning a Neighborhood?" . . . . .	<b>B-2</b>
	<b>TRG</b> , story . . . . .	<b>B-4</b>
	<b>TRG</b> , invite speaker . . . . .	<b>C-3</b>

5.	<b>TRG</b> , art . . . . .	<b>B-3</b>
6.	<b>Recording</b> , "A Town with Growing Pains" . . . . .	<b>C-2</b>
	<b>Text</b> , "Planning Prevents Problems" . . . . .	<b>C-1</b>
	<b>TRG</b> , prepare for speaker . . . . .	<b>C-3</b>
7.	<b>TRG</b> , speaker . . . . .	<b>C-3</b>
8.	<b>TRG</b> , story . . . . .	<b>C-4</b>
	<b>Text</b> , "Poor Planning" . . . . .	<b>C-5</b>

### Vocabulary

balance	sewer system
cooperative	share
forest	stream
goal	subsystem
housing specialist	system
services	valleys

### Bibliography

#### FOR THE TEACHER

Moore, William. *Vertical Ghetto: Everyday Life in an Urban Project*. New York: Random House. About lower-income housing projects and the harmful effects they have on residents, particularly children.

#### FOR THE CHILDREN

- Baker, Eugene. *I Want to Be an Architect*. Chicago: Childrens Press. An architect explains what all architects' work consists of to two black boys.
- Barr, Jene. *Fire Snorkel Number 7*. Chicago: Whitman. About firemen and fire prevention.
- Beim, Jerrold. *Andy and the School Bus*. New York: Morrow. Andy finally gets to ride on the school bus.

Blue, Rose. *How Many Blocks Is the World?* New York: Watts. Miss Jackson gives her Head Start students an assignment which leads Brian to wonder "how many blocks is the world?"

Bolian, Polly, and Schima, Marilyn. *I Know a House Builder.* New York: Putnam. About services provided by house builders.

Chapin, Cynthia. *News Travels.* Chicago: Whitman. Those people who help provide us with telephone, radio and television, and newspapers are introduced in this book.

Clymer, Eleanor. *Wheels: A Book to Begin On.* New York: Holt, Rinehart & Winston. About the invention of the wheel and its many uses.

Colby, Jean. *Tear Down to Build Up.* Eau Claire, Wis.: Hale. Although this book is for older children, it may be useful for the teacher.

Colonius, Lillian. *Here Comes the Fireboat.* Encino, Calif.: Elk Grove Press. Part of the city's firefighting team, the fireboat in action, is portrayed in this story.

Elting, Mary. *Water Come—Water Go.* Irvington-on-Hudson, N.Y.: Harvey House. An easy-to-read science book about the water system in a community.

Hirsch, Carl S. *Cities Are People.* New York: Viking Press. Development of cities with commentary on current problems of American cities.

Meeks, Esther K. *Hill That Grew.* Chicago: Follett. Dick and Tom have no hill on which to try out their new sled. The community works together to provide a solution to the problem.

Pattison, William. *Which Way?* Rand McNally. A series of colorfully illustrated books designed to build map skills.

Pope, Billy. *Let's Take a Bus Trip.* Dallas: Taylor. The things that one sees when taking a bus trip.

———. *Let's Visit the Hospital.* Dallas: Taylor. What one sees on a visit to the hospital.

Schneider, Herman and Nina. *Let's Look under the City.* Reading, Mass.: Addison-Wesley. One sees the many ways in which individual homes are connected with the rest of the city.

Williams, Barbara. *I Know a Mayor.* New York: Putnam. Introduction to the duties of the mayor.

## FILM

*Cities and Communication: Keeping the Community Informed.* 8 min., color, \$115, rental \$12.50. McGraw-Hill Films. The many ways of spreading news are investigated as we see how newspapers, television, and the other media serve the community.

## FILMSTRIPS

*Communication Set.* Set of 8 filmstrips, color \$57.50, ind. \$7.75. McGraw-Hill. Includes information on communicating ideas, the newspaper, television, radio, motion pictures, the telephone, books, and communicating without words.

*Systems in Our City Set.* Set of 7 filmstrips, color, \$49.50, ind. \$7.75. McGraw-Hill. Includes information on getting goods and services, service workers, and the manufacturing, postal, gas, electricity, and water and sewage systems.

*What Transportation Means to Us.* Color, \$6. Curriculum Materials Corp. The importance of transportation is explained by showing what the community would be like if there were no transportation.

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## ACTIVITIES

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**Major Idea A:** The neighborhood is a system made up of many interacting subsystems, which should be in balance to prevent conflicts and problems.

- To introduce the idea that neighborhoods have interrelated parts and that changes in any of the parts usually require planning for the welfare of the neighborhood,** have the students study the picture spread "Neighborhoods Plan Ahead," on pages 140 and 141 in their text. Then lead a discussion by asking such questions as the following:
  - What different parts of the neighborhood are shown in these pictures?

- What type of improvement does each pair of pictures show?
- If new apartments are built, what do you think happens to a neighborhood? Do you think anything else changes?
- How could new streets or highways affect a neighborhood?
- Why do you think people plan changes in parts of a neighborhood?
- What could happen if changes were made in one part of a neighborhood without planning for the effects of these changes in other parts of the neighborhood?

*After the discussion the students should be able to identify the various parts of the neighborhood shown in each pair of pictures and tell how they think each part is connected or interrelated with the rest of the neighborhood.*

2. **To demonstrate that neighbors must plan ahead to avoid problems**, have the students complete exercise 15-A in their Problems Book.
3. **To discover that the neighborhood is a system made up of interrelated parts called subsystems**, the students can make a mobile from coat hangers, strings, and eight paper plates. Before they begin their construction, explain that the mobile represents a system: it is composed of interrelated (or interacting) and interdependent parts. Relate this to the neighborhood by using the following procedure:
  - a. Have the students construct the mobile and label it "A Neighborhood System." Discuss the many interrelated parts of a neighborhood such as housing, transportation systems, parks and recreation, communication systems, water and sewage systems, legal business system, health care, and religion. Explain that these various parts are called *subsystems*.
  - b. Have the students draw a picture or glue a representative magazine photo of a neighborhood subsystem on each plate. Use the subsystems mentioned above. Explain that all the subsystems working together make up the neighborhood system.

- c. Ask the students what they think would happen if you removed or completely changed one or two of the plates on the mobile. Then ask what would happen to a neighborhood system if one of the subsystems were changed. (*The whole system would change.*)

*As a result of this activity the students should be able to define in their own words the terms system and subsystem as they relate to neighborhoods.*

4. **To demonstrate how a neighborhood system can become imbalanced**, have the students use their neighborhood maps (prepared during the first unit) as models for experiments. Point out the various neighborhood subsystems represented on the maps and have the students draw in any additional subsystems that were mentioned in the preceding activity. Then proceed as follows:
  - a. Have one student place game pieces representing houses on his map. The pieces could be clustered in one section of the neighborhood or several pieces could be added to each block. Ask the students to explain what changes the additional houses will probably bring to the other subsystems in the neighborhoods. Point out that because one subsystem (housing) has increased while other subsystems have not, there is an imbalance in the neighborhood system. (The school system or transportation system is inadequate.)
  - b. Have a student use the neighborhood map, or draw another map, to show at least a dozen new streets added to the neighborhood. Some streets could cut directly across parks or through school areas. Ask the students to identify the subsystems that are affected. Point out that the imbalance could affect the *quality* of the neighborhood. (For example, the park might be unsafe if a new street runs through it.)
  - c. Have a student use small pieces of paper to cover up all the stores on the neighborhood map and explain which subsystems might be affected by the elimination of all stores and how some services might have to be decreased.

(For example, there probably would be less need for services from the communication subsystem, the water and sewage subsystem, and possibly from the business subsystem of which stores are a part. Also, the housing system would be left without stores.)

- d. Have a student put a large picture of an airport over a major portion of his map, preferably a congested area. Ask him to identify the subsystems that would be affected by this and how each subsystem might be changed. Point out that such a change in the transportation subsystem could cause an imbalance in the neighborhood system as a whole. Also explain that an airport would probably bring in people from other neighborhoods and that this could affect the business, communication, and other subsystems.

*After such experiments the students should be able to draw cartoons, exaggerating imbalances that could occur in subsystems, for a bulletin-board display entitled "What Happens When Neighborhood Subsystems Are Out of Balance."*

- 5. To demonstrate that neighborhood planners should carefully consider the interrelations of neighborhood subsystems,** have the students complete exercise 15-B in their Problems Book.
- 6. To observe subsystems in the local neighborhood and any evidence of problems that are the result of imbalances in these subsystems,** the students can take a field trip to investigate the neighborhood around the school or another part of the community. They should look for evidence of problems in terms of the size and quality of the subsystem. For example, the students could note such factors as a lack of playgrounds for the children in the neighborhood, too many cars cluttering the streets because there are too few parking lots, or the poor condition of roads. After the field trip, discuss the students' observations by asking such questions as the following:
- What evidence did you see that there are problems in the neighborhood?
  - Do any of the problems show that a subsystem is inadequate

in terms of size or quality? How can a problem in one subsystem affect the entire neighborhood system?

- If there seem to be few problems in the neighborhood, what does that tell you about the neighborhood system?
- As a result of this activity the students should be able to make a list of the subsystems in the neighborhood that need to be improved.*

**Major Idea B:** If the people of a neighborhood decide upon goals for the neighborhood, they can organize the subsystems to meet the goals.

- 1. To define and identify certain goals of a neighborhood,** lead the students in a discussion about possible goals for their own neighborhoods. Explain that a neighborhood goal is something people want to accomplish together in their neighborhood; that goals for neighborhoods usually concern making the neighborhood a happy, safe, and pleasant place to live. Then ask:
- What could be done in your neighborhood to make it a happier neighborhood?
  - What could be done in your neighborhood to make it safer?
  - What could be done in your neighborhood to make it more pleasant?

List on the chalkboard any ideas for changes or improvements that are generated in the discussion. Ask the students what these ideas for the neighborhood are called. (*Goals*) Then have them review the list by describing in their own words how they think each goal might improve the neighborhood.

*Afterward each student should be able to write a brief essay that emphasizes a particular goal for the neighborhood or describes what he thinks a "perfect" neighborhood should be in terms of the overall goal of being a pleasant place to live.*

- 2. To discover that the first step in planning a neighborhood is for the people of the neighborhood to decide what kind of**



neighborhood they want, the students can complete exercise 15-C in their Problems Book.

3. **To demonstrate that subsystems of the neighborhood should work together if certain goals are to be achieved**, have the students create a series of drawings that relate to situations such as the following. Have them identify neighborhood subsystems mentioned in each situation.

- There is a fire at the school, and the principal calls the fire department. The fire trucks rush to the school, and firemen hook up their hoses to the fire hydrants. They pour water on the fire and put it out before any major damage is done.
- A new park has just been constructed in the neighborhood, and a group of children plan to have a picnic there. They get on a bus to travel to the park. After their picnic they take the bus downtown, where they go to a museum. The next day they return to school and tell others in their class about their experiences.
- A young boy is hit by a car. The policeman comes and makes a report of the accident. He calls an ambulance and the boy's parents. The ambulance rushes the boy to the hospital, where a doctor sets a broken bone. In a few weeks the boy is able to play again.

Ask the students to tell why it is important in each situation for the subsystems in the neighborhood to be in good working order. Discuss the way a balanced system helps the neighborhood achieve goals by asking questions such as the following:

- In the preceding situations how did the subsystems work for the safety of the neighborhood? How did they work together?
- How did the subsystems work together to help the neighborhood be more pleasant?
- If the transportation and communication subsystems had broken down when the boy had an accident, how would this have affected the goal for a healthy neighborhood?

*As a result of this activity the students should be able to create, with their drawings and essays from activity B-1, a bul-*

*letin-board display entitled "How a Balanced System Helps Make a Neighborhood a Pleasant Place to Live."*

4. **To show how one neighborhood determined its goals and organized some subsystems to help achieve those goals**, read the story "Neighbors Work Together" (page 220) to the class. Then analyze the story by asking such questions as the following:

- What evidence can be found in the story to show that there were problems in East Harlem?
- When the people in the neighborhood decided they wanted a better place to live, what were they doing? (*Setting a goal*)
- As people decided on the goals for their neighborhood and what they would do to achieve these goals, what subsystems were affected?

*After this analysis the students should be able to conclude, in their own words, that goals would be difficult to achieve without organization and planning for the improvement of subsystems within the neighborhood system.*

**Major Idea C:** The people in a neighborhood can cooperate with experts, government officials, and businessmen in planning or carrying out plans.

1. **To identify some of the people who can help neighborhoods plan or carry out plans**, the students can read the case study "Planning Prevents Problems," on pages 142 through 145 in the text. Then have them name the various people involved in the development of Co-op City and describe what each did. Ask individual students to tell whether or not they think it was a good idea for people to work together to develop Co-op City and give reasons for their opinions.

*Afterward the students should be able to list some of the specialists (mayor, builder, architect, and so on) who work with people in a neighborhood in planning or carrying out plans to improve the neighborhood.*

**2. To discover that neighbors and specialists called planners must work together to help neighborhoods achieve their goals,** the students can listen to the recorded story for Chapter 15.

**3. To discover how planners and other specialists help the neighborhood achieve its goal,** the students can invite a city planner to the class. They should make a short oral presentation to the guest speaker in which they describe a neighborhood that has problems and what that neighborhood's goals are. They should then ask the planner what he would do to help such a neighborhood achieve its goals. A list of the ways a planner and a neighborhood work together should be compiled. The list could include the following steps:

- The planner learns the goals of the neighborhood.
- The planner investigates the neighborhood system today.
- The planner predicts what this neighborhood will be like if nothing is done to improve it.
- The planner examines the relation of the neighborhood to the whole city.
- The planner prepares sample plans to show to the neighborhood. The plans must meet the goals.
- The neighborhood accepts or rejects the plans.
- When the plan is accepted, the planner draws up a master plan. The plan should tell how much it costs and ways to pay for it.
- The master plan is accepted by the city council.
- The city council allocates funds for the plan.
- The planner decides what jobs need to be done—when, how, by whom—and the costs.

*As a result of this activity the students should be able to create drawings or brief descriptive paragraphs about the role of planners in achieving neighborhood goals, adding their creative work to the bulletin-board display prepared for activity B-3.*

**4. To discover how neighbors and professional planners can work together to improve neighborhood living conditions,**

read “Letters from Juan to His Cousin in Mexico” (pages 220 through 222) to the class. After reading each of the three letters, use the expository material as a basis for discussion. Lead the students to see how beneficial it can be when the people in a neighborhood are directly involved in its improvement. Ask them whether they feel the neighborhood could have been improved as effectively if either the neighbors or the professionals had attempted the job alone.

*As a result of this activity the students should be able to cite at least one example of a neighborhood problem in their own community that might benefit from the cooperative action of neighbors and professional planners.*

**5. To show the effect of poor planning on a neighborhood,** have the students read the episode “Poor Planning,” on pages 146 and 147 in the text. Then ask them to describe the kinds of problems that might have been prevented if specialists other than the builder had also been involved in the development of the Indian Hills neighborhood. Have the student identify and explain the function of various specialists who might have helped.

*In conclusion, the students should be able to describe some of the effects of poor planning on a neighborhood.*

**6. To understand the importance of looking ahead and making plans,** read “A Good Plan” on pages 222 through 223. Discuss why Doug’s father was looking ahead and planning for the new school. (Because the school board discovered that in five years Hickory Grove, Romney, Mulberry, and Buck Creek would have many more children than they do today. They also knew that the children would need a better education. But each town by itself could not afford the increased number of teachers and better equipment needed to provide this better education.)

*As a result of this activity the students should be able to plan a future class activity as a city planner would, emphasizing the forward thrust of their planning.*

**NEIGHBORS WORK TOGETHER**

*by Toby Wertheim*

New York is a city of many different kinds of neighborhoods. Some neighborhoods have rows of tall apartment buildings. Other neighborhoods consist mostly of one-story blocks of shabby, run-down tenement buildings where many poor families are crowded together. East Harlem is this kind of neighborhood.

For many years, East Harlem was a pleasant place to live. Some families owned their homes, and others lived in rented apartments. Most of the buildings were kept neat and in good repair. As the buildings grew older, however, it cost more to fix them. Many owners began to neglect their property.

Gradually, families who could afford to leave East Harlem began moving to other neighborhoods. But many people could not afford to move. They had to stay in the old buildings, which kept getting more run-down.

Finally, East Harlem became a neighborhood of only poor families. And more poor people continued to move there. Poor black families from the South and poor families from Puerto Rico who moved to New York had to live in East Harlem because they couldn't find homes anywhere else.

There was never enough living space. Many old tenements were divided up into smaller and smaller apartments. Very often, large families had to live in one or two rooms.

East Harlem residents became more and more unhappy about the run-down homes in which they had to live. There were big cracks and holes in the walls that rats could crawl through. The stoves and sinks were often broken. Sometimes there was no heat on cold winter days.

The owners of many of the buildings felt they had a good reason for not repairing their property. They had heard that the city might buy their old buildings, tear them down, and build new ones there. They thought it would be foolish to spend money fixing them up. So the tenants who paid rent to live there lived in buildings that continued to get more and more run-down.

People who had to live in East Harlem didn't know what to do to make life better for their families. Then one day a woman who lived in one of these old buildings with her children did something about it. She talked to families who lived in five other run-down tenements in the neighborhood. She convinced them that they should all go as a group to talk to the owners. Maybe a landlord wouldn't listen to one tenant, but he might listen to a group of tenants. This East Harlem mother was right. The owners of their buildings agreed to make the needed repairs.

When other people in East Harlem heard about the success of this small group of tenants, they began to realize how important it was to work together to try to solve neighborhood problems. This is how the Metro North Citizens Committee came to be formed.

Getting run-down buildings repaired was the committee's most important work. They decided to try different methods to force landlords to repair their buildings. Sometimes they took a landlord to court. Sometimes they asked the tenants not to pay their rent until the necessary repairs were made.

The Metro North Citizens Committee found new homes for hundreds of families who lived in unsafe buildings. They persuaded city officials to tear down abandoned buildings that were now only firetraps. They even got the city parks department to create a small park in the neighborhood.

East Harlem still has many problems. And many of these problems will take a long time to solve. But the people of the Metro North Citizens Committee are proud of the work they have done. They improved the living conditions of many families. Just as important, they set an example for many other organizations that are now working on their own plans for improving East Harlem.

**LETTERS FROM JUAN TO HIS COUSIN IN MEXICO**

*by Vivian Bullard*

DEAR CARLOS,

I wish you could visit me this summer. I miss you and everybody back in Durango. But I'm beginning to like my new home a lot

better. Remember how much I hated this neighborhood when we first moved here? Well, I found out that many people in Pico-Union—that's the name of our neighborhood—are working together to make it a much nicer place to live in. Mama told me all about an organization called the Pico-Union Neighborhood Council. One thing the council wants to do is help people get better homes.

This organization asked Mama to go visit lots of our neighbors and ask them about the problems that are worrying them. Someone from a big university here in Los Angeles taught Mama how to be an interviewer.

Please write soon. I'm glad you are learning English at your school, too. We can practice the language by writing many letters to each other. My teacher helped me with this letter.

Your loving cousin,  
JUAN

Juan lives in a crowded neighborhood near downtown Los Angeles. About half the people who live in Pico-Union are Mexican-American. There are also many families from other Latin American countries, as well as some native American black families and white families.

Pico-Union residents have many problems. Many of them can't find proper housing; others can't find jobs. And because so many of them speak only Spanish, it's difficult for them to improve their situation.

The organization Juan mentioned was formed in 1965 by neighborhood residents who were worried about their neighborhood's problems. First they talked about what they could do to help themselves. Then they discussed the kinds of help they would need from the government and other sources.

When the University of California at Los Angeles (UCLA) found out how much Pico-Union residents wanted to help themselves, professors and students offered their assistance too. They helped conduct the neighborhood survey. Many Pico-Union residents, like Juan's mother, were trained to help with the survey. Even though people in the neighborhood needed help from outside, they insisted on doing as much as they could to help themselves.

DEAR CARLOS,

Did you know that work could be lots of fun? All my friends and I have been very busy this summer building a park, but we've enjoyed doing it. We built the park in our neighborhood for children to play in. Many stores gave us tools and equipment for the park, but we did almost all the work. Someone told us that this was the first park like this in the whole city of Los Angeles. Everybody in Pico-Union is very proud of it.

If you had come to visit me, I would have asked you to help us. You would like all my friends here.

Your loving cousin,  
JUAN

Juan had reason to be proud of the little park he and his friends helped to build. The city government of Los Angeles was impressed with the way Pico-Union residents were trying to improve their neighborhood. The city's Department of Parks and Recreation decided to donate some land next to the park so that Pico-Union could build a day-care center. The Pico-Union Neighborhood Council then asked architects and planners at UCLA to help design this center.

DEAR CARLOS,

Thank you very much for the photograph album you sent me for Christmas. I have lots of pictures to put in it. I hope you like what I sent you.

We had a very special kind of Christmas gift about three days after Christmas. When I say *we*, I mean everybody in Pico-Union. This gift was a compliment to our neighborhood. We were praised on a television program, and people all over the United States heard about us. It's good to know that other people think highly of what we did, but there's still a lot to do.

Happy New Year to you and Aunt Carmen.

Love,  
JUAN

*The television program Juan told his cousin about was called "The American Adventure." The program was a two-hour special*



*on American values. It was televised by ABC Television News on December 28, 1970. On this program the Pico-Union Neighborhood Council was called "an example of effective citizen involvement in controlling a government program for the benefit of area residents."*

## A GOOD PLAN

by Jeanne Stoner

"Gee whiz!" shouted Doug, throwing his baseball mitt down on the table. "Gee whiz! Isn't Dad going to be home for dinner again tonight? I wanted to play some ball."

"No, Doug," said Mom, "I'm afraid Dad won't be home until very late this evening. He's at school."

"At school! What's Dad gone back to school for?"

Mom laughed. "He's working on a new plan for the schools, Doug."

"Why does he have to work on that stupid stuff?" Doug grumbled. "Sounds pretty dumb to me. Why didn't they plan the schools right in the first place?"

"Doug, five years from now you'll be very glad that Dad and many other people gave up their evenings for what you call stupid stuff."

"My gosh! What are they doing that's going to make a difference five years from now?"

"Your father is helping to plan for a new high school, Doug. It should be ready just about the time you start high school."

"You mean it takes five years to build one school? Boy, I thought buildings went up faster than that!"

"You're right, Doug. It doesn't take five years to build a school, but there's lots more than just a building to think about. Your father and the others are planning this high school far ahead of time, because it's going to be a different kind of school."

"What's wrong with Jefferson High?" asked Doug.

"Jefferson is a good high school," said Mom, "but in a few years it won't be big enough or good enough. More and more fami-

lies are moving to this area. There'll be more boys and girls in school. Old Jeff would give at the seams, I'm afraid."

"Are they going to tear down Jeff and build a new school in the same place?" asked Doug.

"No, son. A new consolidated high school is going to be built."

"What in the world is that?"

Mom laughed. "Doug, do you remember when Dad's birthday came around last year? I thought about getting him a good fishing rod. I didn't have enough money to get it all by myself. So you and Christy and I all helped pay for it. We bought the fishing rod together."

Doug nodded. How Dad liked that rod!

"A consolidated high school is the same kind of idea," said Mom. "We here in Hickory Grove want a new and better school. But we can't pay for the kind of school we want all by ourselves. Over in Romney, the people want the same thing. And the towns of Mulberry and Buck Creek feel the same way, too."

"And so, Doug, all four towns decided to work together to build one very large school. Boys and girls from the whole area will go to the same school. Dad got a good fishing rod because we all helped to buy it. Our area will have a wonderful new school because all the towns are planning it together."

Doug muttered, "I bet it won't be as good as Old Jeff."

"Fiddle faddle," said Mom. "Sure it will."

"O.K. Prove to me that it will be better," said Doug.

"All right, I will," said Mom, grinning. "One reason it will be better is that you'll have more choices about what to learn. At Old Jeff, Spanish is the only foreign language taught. At the new school there will be classes in French and German, too."

"Hey, I'd like to learn how to speak French," said Doug.

"At Old Jeff there aren't enough students to have classes in special kinds of science. The new high school will have three or four different science courses."

"And let's see what else," said Mom. "What sports do they offer at Jeff?"

"Basketball is all," said Doug.

“Well,” said Mom, “they plan to have a swimming pool at the new school. And of course there’ll be a football field.”

“Gosh, really? It sound great,” said Doug, pounding his fist in his baseball mitt.

“You’d better get in lots of batting practice the next few years, Doug. That is, if you want to make it.”

“Make what?”

“The baseball team at the new high school,” said Mom.

“Baseball! Are they going to have that, too?” asked Doug.

“That’s the plan, Doug. You see, if all the towns work together, they can offer lots more to the students in the area.”

“Boy!” said Doug. “Maybe it’s a good idea to plan ahead!”

## UNIT FIVE: LEARNING ABOUT THE WORLD

### Structure of the Unit

Man's ability to shape his destiny rests to a large extent upon his ability to develop and share ideas. In this unit your students will discover the importance of the formulation and communication of ideas in their own lives.

A somewhat unique perspective of the purpose of education is taught in this unit. School is defined as the institution where one learns about ideas—how to understand and appreciate the ideas of others, how to develop ideas of one's own, and how to share ideas. Your students will come to understand the critical importance of developing communication skills.

As your students develop these skills they can broaden their range of ideas. Their curiosity can extend their studies into many new and vital fields, and lead them to seek answers to increasingly complex problems involving the secrets of nature and the behavior of man. By being able to understand and transmit new ideas, your students will be more able to meet the challenges the future holds as they become responsive citizens in a free society.

### Unit Activity

**To introduce Unit Five,** have the students study the drawing on pages 150 and 151 in the text and identify the different activities going on in the school. Discuss the ways in which each of these activities is related to studying ideas about nature or ideas about people.

*As the students progress through their study of the unit they should be able to refer to those activities shown in the drawing that are related to the chapter they are studying.*

### Evaluating the Unit

**To evaluate the students' understanding of Unit Five,** have them turn to pages 182 and 183 in their text.

*As a result of the activities that were covered throughout this unit, the students should be able to analyze the illustrations to reach the conclusions given in the text.*





# CHAPTER 16: School: A Bridge to the World

## COMPONENTS

### Student Text

Picture Spread     *School: A Bridge to the World*  
pp. 152–153     p. 229/1

Case Study     *He Did Not Forget*  
pp. 154–155     p. 230/2

Episode     *Good Questions*  
pp. 156–157     p. 230/4

### Recording

*The Poet and the King*  
p. 231/6

### Problems Book

*From School to an Occupation*  
p. 52     p. 231/8

*Yesterday's Dreams Are Today's Realities*  
pp. 54–55     p. 232/2

*Discover Ideas in the Library*  
p. 53     p. 234/1

## MAJOR IDEAS

A. School is a place to discover ideas.

B. School is a place to learn how to communicate ideas in a number of ways.

C. Two means of communication used in school, writing and pictures, enable man to preserve ideas for many generations.

*Summary:* School is a place to discover, use, create, and communicate ideas.

# ACTIVITIES Teacher's Resource Guide

## SOCIAL SCIENCES

<b>Spatial Orientation</b>			See <b>C-1: Problems Book</b>
<b>Time Orientation</b>	See <b>A-7: Art and Music</b>	See <b>B-2: Problems Book</b>	See <b>C-5: Other</b>
<b>Research Orientation</b>			See <b>C-7: Community Resources</b>

## LANGUAGE ARTS

<b>Stories and Poems</b>		Story: <i>The Amarillo Bus</i> pp. 232-233/5	Story: <i>A Man Named Leonardo</i> p. 234/2 Story: <i>Johann's Printing Press</i> p. 234/4
<b>Creative Dramatics</b>	Pantomimes: Discovering ideas pp. 230-231/5		

## ART AND MUSIC

	Art: Display applications of the wheel p. 231/7		
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## MISCELLANEOUS

<b>Community Resources</b>		Tour: Equipment used in communicating ideas p. 233/6	Field trip: Art museum p. 234/3 Survey: Preserving materials p. 235/7
<b>Other</b>	Discussion: Contrast human and animal curiosity p. 230/3	Situations: Ability to communicate affects well-being pp. 231-232/1 Descriptions: Benefits of ability to read p. 232/3 Descriptions: Occupational skills p. 232/4 Experiments: Importance of clear communication p. 233/7	Reports: Famous people's ideas p. 234/5 Demonstrations: Preserving ideas through technology pp. 234-235/6

## CHAPTER 16: School: A Bridge to the World

### Statement to the Teacher

This chapter may affect the future school life of your students in that you have the opportunity to challenge them with the question: Why do we go to school? They should come to understand that becoming acquainted with ideas of the past and present and discovering new ideas are the most important concerns of the school. The skills taught in school help children to formulate and communicate their ideas. Reading, writing, and arithmetic can become exciting and meaningful skills when they are understood as tools rather than as ends in themselves.

In order to reinforce the importance of ideas, it would be helpful to bring into the classroom, in person or through their writings, people whose work involves creating or reacting to ideas. From encounters with such people your students can learn to let genius be their inspiration.

Through their encounters with great people your students will discover that people with ideas often have a difficult life because they are constantly faced with the challenge of maintaining their beliefs in the face of opposition. By witnessing the threats faced by many of the people who have presented new ideas to society, your students can come to see the importance of maintaining a climate of freedom to learn and to communicate ideas to others.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "School: A Bridge to the World" . . . . .	<b>A-1</b>
	<b>PB</b> , "From School to an Occupation" . . . . .	<b>A-8</b>
2.	<b>Text</b> , "He Did Not Forget" . . . . .	<b>A-2</b>
	<b>TRG</b> , discussion . . . . .	<b>A-3</b>
3.	<b>TRG</b> , pantomimes . . . . .	<b>A-5</b>
	<b>Text</b> , "Good Questions" . . . . .	<b>A-4</b>

4.	<b>Recording</b> , "The Poet and the King" . . . . .	<b>A-6</b>
	<b>TRG</b> , art . . . . .	<b>A-7</b>
5.	<b>PB</b> , "Yesterday's Dreams Are Today's Realities" . . . . .	<b>B-2</b>
	<b>TRG</b> , situations . . . . .	<b>B-1</b>
6.	<b>TRG</b> , descriptions . . . . .	<b>B-4</b>
7.	<b>PB</b> , "Discover Ideas in the Library" . . . . .	<b>C-1</b>

### Vocabulary

answer	history
communicate	museum
communication	question
country	scientist
curious	

### Bibliography

#### FOR THE CHILDREN

- Aliki. *The Story of Johnny Appleseed*. Englewood Cliffs, N.J.: Prentice-Hall. About the man who planted apple seeds throughout the Midwest.
- . *A Weed Is a Flower: The Life of George Washington Carver*. Englewood Cliffs, N.J.: Prentice-Hall. About this Negro scientist's work with plants.
- Aulaire, Ingrid, and Parin, Edgar. *Benjamin Franklin*. New York: Doubleday. Deals with selected incidents out of Franklin's life that will appeal to children.
- Bartlett, Susan. *A Book To Begin on Libraries*. New York: Holt, Rinehart & Winston. Description of libraries and their role.
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- Beim, Jerrold. *Thin Ice*. New York: Morrow. Lee never liked to read until he fell through the ice because he did not understand

- the sign that read *THIN ICE*. Thereafter he had good motivation for learning to read.
- Buchheimer, Naomi. *Let's Go to a School*. New York: Putnam. All about what goes on in school.
- Buehr, Walter. *Story of the Wheel*. New York: Putnam. How the wheel developed and its tremendous influence on transportation.
- Friedman, Estelle. *Boy Who Lived in a Cave*. New York: Putnam. About the adventures of a boy who lived in a cave during the Ice Age.
- Friskey, Margaret. *Caveman to Spaceman*. Chicago: Childrens Press. The history of transportation is told through pictures and words.
- "From Smoke Signals to Television," pp. 274-95 in *How Things Change* (vol. 6 of *Childcraft*).
- Greene, Carla. *Doctors and Nurses: What Do They Do?* New York: Harper & Row. About what doctors and nurses do for children, and the study and training necessary to become one.
- . *Railroad Engineers and Airplane Pilots: What Do They Do?* New York: Harper & Row. What these two occupations entail and the skills necessary to enter them.
- Kaufman, Mervyn D. *Thomas Alva Edison*. New York: Dell. About the life of Edison.
- Lenski, Lois. *Prairie School*. New York: Dell. Children in a small school in South Dakota are trapped by a blizzard.
- Lexau, Joan. *Olaf Reads*. New York: Dial. An easy text about the misadventures that befall Olaf because he does not read correctly.
- McCabe, Sybil. *How Communication Helps Us*. Chicago: Benefic Press. An easy text that helps the child to understand radio, television, and other forms of communication.
- Miller, Lisa. *Wheels*. New York: Coward, McCann & Geoghegan. All about wheels and their many different uses.
- Moore, Lamont. *First Book of Paintings*. New York: Watts. Introduction to appreciation of art through some of the world's greatest paintings.
- Myller, Rolf. *How Big Is a Foot?* New York: Atheneum. An amusing story showing the importance of having a standard unit of measurement and the importance of numbers.

- Ravielli, Anthony. *The World Is Round*. New York: Viking. Tells why men once believed the earth was flat and how we now know that it is round.
- Russell, Solveig P. *From Rocks to Rockets*. Skokie, Ill.: Rand McNally. Evolution of basic tools.
- Ungerer, Tomi. *Ask Me a Question*. New York: Harper & Row. Absurd questions are asked and answered.
- Wilkie, Katharine E. *Daniel Boone: Taming the Wilds*. Champaign, Ill.: Garrard. Main events of Daniel Boone's life.
- Young, Margaret B. *The Picture Life of Martin Luther King, Jr.* New York: Watts.

#### FILM

- Schools and Learning: Learning Is My Job*. 10 min., sound, color, \$145, rental \$12.50. McGraw-Hill. Brian learns all sorts of things at school and puts them to use in his everyday life.

#### FILMSTRIP

- Introducing the Wheel*. Color, \$6. Curriculum Materials Corp. Describes the invention of the wheel and its importance to man.

### ACTIVITIES

**Major Idea** — School is a place to discover ideas.

- To discover some of the different ways to learn about ideas through school activities**, the students can study the picture spread "School: A Bridge to the World," on pages 152 and 153 in the text. Then have them describe what kind of activity is shown in each picture and speculate about the kinds of ideas that might be communicated in each case. Ask them to name some types of school activities other than those pictured that could be learning experiences.  
*Afterward each student should be able to create captions for the pictures, describing what the students are doing in each picture to acquire new ideas.*



2. **To discover some of the ideas which a famous historical person learned in school**, the students can read the case study "He Did Not Forget," on pages 154 and 155 in the text. Discuss the different kinds of ideas he learned about by asking questions such as the following:

- Do you think Abe Lincoln learned anything about religion? How?
- Why do you think he read about the history of our country?
- What kinds of ideas do you think Abe Lincoln learned about that helped him while he was president of the United States?

*After the discussion the students should be able to contrast Abe Lincoln's school and the kinds of ideas he studied with their own school and the ideas they are learning about.*

3. **To show that men have the ability to learn about and use ideas while other living creatures do not**, draw a pair of cartoons, one showing a cat pawing a paper ball that hangs on a string and the other a man tapping a pendulum. Then discuss the difference between the two activities. As far as we know, the cat's activity won't lead to any discoveries. Man's study of the pendulum, however, leads to questions about why a weight hanging from a string moves back and forth, and what natural forces make it do so. Man has also gone on to make mechanical devices, such as clocks, that are based on the pendulum principle.

*As a result of this activity the students should be able to cite at least one other example of an activity performed by an animal which involves instincts rather than curiosity about ideas.*

4. **To learn why curiosity and the ability to ask good questions (both inside and outside school) can lead to the discovery of ideas**, the students can read the episode "Good Questions," on pages 156 and 157 in the text. Then lead a discussion by asking such questions as the following:

- What were the questions Sammy's mother asked him every day?

- Why is it important to know good questions to ask?
- How did Sammy's curiosity help him become a scientist?
- Why is it important that he is still asking good questions?

*After the discussion the students should be able to conclude, in their own words, that if a person is curious he often asks questions that will help him find out many things about the world and the people in it.*

5. **To demonstrate that man's ability to generate ideas has helped him improve the world around him**, divide the students into four groups and have each group pantomime one of the fictional situations described below. Then describe one situation to each group and suggest possible props or visual aids, such as drawings and signs, that can be used during the pantomime. Have each group present its pantomime to the rest of the students, who try to guess what kinds of new ideas are being represented in the dramatization.

*Situation 1.* (Before having the students pantomime the first situation, explain that for hundreds and hundreds of years men watched horses and wished they could travel as fast as these animals. But for years there was nothing men could do about it.) Early man traveled on foot. And then one day long, long ago, a man may have made friends with a wild horse by offering it grass or vegetables. The horse was frightened at first, but in time it grew to trust the man. Finally the horse stood still long enough for the man to wonder what would happen if he jumped on its back. The man tried.

*Situation 2.* Early man sat on a riverbank and wished he could get to the other side. But how? As he sat there, he saw logs floating on the river. He had an idea. He tied two logs together, then three and four logs. He made a raft, but he found that the raft would float only in the direction the water was moving. Sometimes he ended up in the middle of the river and had to swim back to shore. One time he took a long pole with him. By pushing on the river bottom with it, he made the raft go in the direction he wanted to go. After that he always used a pole. But the

pole was difficult to handle. Before long other men designed paddles so that they could travel swiftly and easily through the water.

*Situation 3.* Two cavemen, tired from hunting, sat down on the ground to rest. They noticed some berries growing on the bushes next to them. Greedily they stuffed the berries into their mouths. As they ate, they spat out the seeds. One caveman used the seeds to make a picture of a wild animal to give them luck in hunting. Later he returned to the same spot and ate more berries, spitting the seeds into his hand. As he ate he saw something that made him curious. He saw tiny green sprouts around the berry bushes. The sprouts resembled the bushes, but they were smaller. The caveman got down on his knees to look at the tiny plants. He noticed that they grew in the shape of an animal. Then he remembered forming just such an animal with seeds. He stared at the tiny sprouts, looked at the seeds in his hand, and planted them.

*Situation 4.* Long ago there was a beautiful green valley between two mountains. It should have been a pleasant place to live, but it wasn't. Families who lived there fought with each other. They didn't trust each other. They wanted the land, animals, and houses that belonged to other families. Sometimes one family won a fight; sometimes another did. But no matter who won, the loss was great on both sides. One day somebody noticed that people were getting poorer and poorer. There was no time to produce goods or build homes. All time and effort went into the fights. A man had an idea. He suggested that everyone stop fighting. It took a while, but finally all agreed. And then people started to produce the things they needed. Soon another man thought of dividing the labor. The people of the valley tried it. But to divide the labor, they had to decide who would produce what and how to share the things that were produced. They needed someone who could settle their disagreements. So the families had another idea. They decided to choose leaders to help them solve problems as they came up.

As the new ideas are identified for each situation, write them on the chalkboard. Then have the students tell how each idea helped improve man's way of life.

*Afterward the students should be able to describe other ideas that have helped men improve their ways of travel, of growing and distributing food, and of getting along with one another.*

6. **To discover the importance of ideas and the freedom to develop and share ideas,** have the students listen to the recorded story for Chapter 16.
7. **To show that one idea often stimulates others,** have the students create a bulletin-board display showing applications of the wheel. Remind them that the wheel was an early invention and that over the centuries man has had many ideas about how to use it. Ask them to collect pictures of everyday uses of the wheel such as those on cars, trucks, airplanes, and locomotives, steering wheels, and wheels that help people lift weights (pulleys).  
*After creating the display the students should be able to list common uses of the wheel in other machines.*
8. **To discover that one goes to school to discover ideas and to learn how to communicate them,** the students can complete exercise 16-A in their Problems Book.

**Major Idea B:** School is a place to learn how to communicate ideas in a number of ways.

1. **To demonstrate that a country's well-being can be affected if people do not learn to communicate ideas,** read the following situations to the class and have the students answer the questions as a basis for discussion:
  - A doctor discovers a way to cure a disease that has killed many people in the past. Where does his idea spread most easily—in a country where few people can read and write, or in a country where many people have these skills?

- There are two countries. Both have coal, iron ore, plenty of forests, and oil. In one country many people can read, write, and count. In the other country only a few people can read, write, and count. Which of the two countries can make better use of its resources?
- There are two countries. Both make new rules. In one country many people can read, write, and count. In the other country only a few people can read, write, and count. In which country will the rules be understood better by the people?

*After the discussion the students should be able to conclude, in their own words, that people can be healthier, have more material goods, and be able to get along better if they have learned skills and know how to communicate ideas.*

2. **To demonstrate the fact that putting down ideas in writing or in pictures enables man to preserve ideas for many generations**, have the students complete exercise 16-C in their Problems Book.
3. **To demonstrate that learning to read in school can be useful in many everyday activities**, have the students study various printed materials such as daily newspapers, recipes, instructions for building models or playing games, advertisements, comic books, and warnings on poisonous materials. Help them read some of the printed matter. Then have them describe the kinds of benefits they might derive from being able to read such materials. For example, a student might describe the pleasure received from reading comic books and learning how to play games. Another might explain that he can find out about local events by reading a newspaper, or about different goods and services for sale by reading advertisements. During this discussion explain that printed materials often provide information or ideas that bring us pleasure, warn us of hazards, tell us how to do things, present opportunities for choices in buying goods or getting jobs, and so on. Finally, have a group of students draw pictures illustrating how vari-

ous symbols are used today (for example, traffic signs, railroad signs, advertising symbols) and report their findings to the class.

*In conclusion, the students should be able to use the printed materials and symbols from the demonstration to point out, and express in their own words, specific ideas or information they have learned and to tell how this knowledge could be beneficial or useful.*

4. **To discover that school is a place to learn different ways to communicate ideas that will be used in future occupations**, the students can describe various occupations they might want to enter when they grow up. Write these different jobs as headings for a class chart and have individual students tell what kind of skills might be needed for each occupation. Emphasize such basic skills as reading, writing, counting, speaking, physical manipulation, and thinking. List the various skills under the headings. Discuss how people in various jobs communicate their ideas through certain skills they have learned by asking questions such as these:
  - How does a scientist share his ideas? a musician? a journalist? a salesman?
  - Why is learning to read important for most jobs?
  - What kinds of jobs would require speaking abilities? writing skills?
  - In what ways does learning how to count help people in their work?
  - What special skills do mechanics, welders, carpenters, bricklayers, and truck drivers have?
  - Why is it important for people to learn to communicate?

*As a result of this activity each student should be able to create a drawing showing what he would like to be when he grows up, surrounded by symbols or labels that illustrate the skills needed to communicate his ideas in that occupation.*
5. **To show the importance of school in the communication of ideas between people of different backgrounds**, read the story

“The Amarillo Bus” (pages 235 through 237) to the class. Lead a discussion by asking the following questions:

- What language did Miguel want to learn in school?
- How do you think learning to read and write English could help him?
- What kind of school did Miguel attend? Why?
- Why do you think the teacher spoke to the students in their own language? Do you think it is important for people to keep their own language while learning English? Why?
- Why didn’t Miguel’s parents know much about schools?
- What could boys and girls who do not live like Miguel’s family learn from Miguel?
- Why do you think people from different backgrounds should share their ideas about their ways of life?

*After the discussion the students should be able to create a large collage (using magazine photos, drawings, string, and so on) to illustrate the school as a central place for sharing many different ideas with many kinds of people.*

6. **To demonstrate how technological advances have affected schools and the way ideas are communicated**, take the students on a tour through the school office, library, auditorium, or other sections where machines and technological equipment can be observed. Point out how adding machines, computers, typewriters, mimeograph machines, photocopiers, overhead projectors, public address systems, recordings, and similar equipment can help spread ideas or aid in the application of skills such as counting, writing, and speaking.

*Afterward the students should be able to cut out pictures from catalogs, newspapers, or magazines to make a bulletin-board display of machines that help in the communication of ideas.*

7. **To demonstrate the importance of learning to communicate inside and outside the school so that misunderstandings and conflicts can be avoided**, have the students take part in experiments such as the following:

- a. Play the gossip game, in which a student reads a simple message and then whispers that message to his neighbor, the neighbor in turn passes the message on to his neighbor, and so on. Ask the last person who receives the message to repeat it aloud and then compare this with the written message. Explain that misunderstandings can often result when people do not repeat messages correctly or when a person does not hear a message exactly as it was first presented and he then passes on the incorrect information to another.
- b. Prepare printed messages on dark paper where words are not legible, or scribble them on a paper in such a way that reading is difficult. These messages should be instructions for simple tasks. Present these to several students and ask them to follow the directions. Allow only a few minutes to carry out instructions, and then indicate displeasure at the results (which probably will not be in accordance with what has been written). Ask the students to tell why they think it is important to communicate ideas on paper clearly.
- c. Show the students some kind of contract or highly technical material and ask them to try to describe what it says. Then explain what the printed material is about and have the students speculate on problems that might occur if a person could not understand a contract he signed or if he could not understand information that was needed for a job.
- d. Have several students try to explain how to perform some complex task or skill such as putting together a manipulative puzzle, balancing a bicycle, or playing the piano. If possible, follow through exactly as the students direct in order to demonstrate the difficulty of communicating such information.

*As a result of these experiments the students should be able to conclude, in their own words, that people can get along better and can improve their way of life if they learn the skills needed for effective communication.*



**Major Idea C:** Two means of communication used in school, writing and pictures, enable man to preserve ideas for many generations.

1. **To demonstrate that the library or resource center provides information and new ideas**, have the students complete exercise 16-B in their Problems Book.
2. **To show how a man with exceptional ideas communicated these in various ways and influenced people for many generations**, read the story “A Man Named Leonardo” (pages 237 through 238) to the class. Then lead a discussion by asking such questions as the following:
  - How long ago did Leonardo da Vinci live?
  - Do you think Leonardo was curious as a boy? as a man?
  - What does the story tell about his curiosity and the kinds of questions he asked?
  - What different kinds of ideas did Leonardo have? How did he express them?
  - Why did people laugh at Leonardo’s ideas?
  - How do you think Leonardo’s ideas helped people who lived after him?

*After this discussion the students should be able to prepare a class notebook entitled “Leonardo’s Ideas” with brief written descriptions and drawings that illustrate some of Leonardo da Vinci’s ideas and how many of these have been adapted and used today.*

3. **To demonstrate the way people can learn of ideas expressed through paintings created long ago**, take the class on a field trip to an art museum or, if this is not feasible, show them reproductions of famous paintings from library sources. Then discuss some of the ideas represented in the paintings. Ask the students to tell whether they think the ideas could have been passed on if the paintings had not been preserved. Point out other types of visual works of art, such as statues, murals, collages, and photographs, that communicate ideas and can be preserved for many generations.

*Afterward the students should be able to list a number of different art forms that preserve ideas for a long time.*

4. **To understand the importance of printing**, read the story “Johann’s Printing Press” on pages 238 through 240 to the class. Afterward the students can write stories in which they choose a skilled profession and explain how they needed books to learn it. Then discuss these stories.  
*As a result of this activity the students should be able to generalize that our ability to build on the discoveries of the past is dependent on our access to those discoveries.*
5. **To discover the durability of ideas that have been expressed through history and how these have been passed on in book form**, the students can review exercise C-1 (page 234) and then visit the school or public library. Have them find simplified biographies of famous figures in American history and bring these to the classroom. Make sure a variety of biographies are selected, covering men and women in fields such as natural sciences, government, and the fine arts. Have the students report on the ideas brought out in the biographies. If the books are too difficult for them to read, help them by having them study pictures and by retelling portions of the stories. Then ask them to tell whether people would have learned of these ideas if they had not been written down. Point out that other methods can be used to tell about the ideas of famous men and women (such as television and word of mouth), but that information in book form can be referred to again and again.  
*After this activity the students should be able to create a display of book jackets that they design depicting stories about famous people and their ideas that have been preserved in books.*
6. **To demonstrate the added dimension that technology has contributed to the preservation of ideas first produced in written form**, show the students examples of such items as books written in braille or have them listen to parts of a “talking

book” (written material that has been narrated on a recording). Other examples might include a demonstration of a reading machine in which microfilm is used.

*Afterward the students should be able to create simple diagrams that show how written material can be preserved through the use of new kinds of machines.*

7. **To discover what kinds of written and pictorial materials people preserve in various occupations, professions, and ways of life,** the students can take a survey of their parents, relatives, and adult friends. Have them ask the adults what kinds of written and picture materials used in their jobs must be saved for future reference. Encourage the students to talk to adults such as those in the medical profession, who may preserve X-ray pictures, or people who work for newspapers where files of written materials on various subjects are kept. Also have them ask about personal items that people preserve, such as old photographs, baby handprints, names in the family Bible, wills, diaries, and letters. If several students can bring samples of materials that are being preserved in these forms, have them show these to the rest of the class as they report their findings.

*As a result of this activity the students should be able to list a number of different ways people put their ideas or information in printed or picture form so that they can be used in later months or years.*

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## STORIES

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### THE AMARILLO BUS

by David E. Austin

It was the first week in September. The afternoon sun warmed the ground where Miguel sat with his brown arms around his knees. He looked up the road toward the little town. It wasn't far from the migrant camp where Miguel's family lived. Miguel could tell by looking at the sun that it was past time for school to be out in town.

"Now watch, José," said Miguel to his little brother. "You'll see the school bus when it turns the corner by the orchard. The bus will be amarillo, with shiny black letters on the sides!"

Miguel didn't know the English word for "yellow," so he used the Spanish word, *amarillo*. He didn't know that the shiny black letters said SCHOOL BUS. He wanted to learn English so that he would be ready if he ever got a chance to go to school again. Now, he had to take care of his little brother and sister while Mama and Papa worked in the fields.

"Someday when you and Lupe are older, we will all go to school," said Miguel. "Maybe we'll go in the big amarillo bus!"

"What is school? Why do you want to go to school?" asked José,

"Oh, it is such a big place. You must see it for yourself," answered Miguel. He didn't know much about school. He was eight years old, but he had been to only one school, and that was just for a few weeks. It had not been long enough to learn to read or speak English, but he had drawn many fine pictures. And he had seen books with pretty colored pictures. Miguel thought school was a wonderful place.

"Now it is time," said Miguel excitedly, "Sí, there is the amarillo bus! It's turning the corner. See how fast it goes—faster than the camp trucks."

"The children sit up so high," said Lupe, Miguel's little sister. "I would not want to ride up so high."

"When you are older you will," said Miguel. He watched the bus slowly turn the corner and disappear from sight. "Come," he said to José and Lupe, "it is time for us to go back to the cabin."

Soon Mama and Papa and the others would return from work. Miguel had to sweep the floor of the little cabin before they got back. The family had lived in the little two-room cabin for seven weeks now. They wouldn't stay much longer, though. Even the peaches that ripened late were nearly all picked. When the picking was done, the family would move again to find more work. This was the way it had always been.

Later that night Miguel sat outside the cabin. Mama had put the little ones to bed. It was almost dark, but Miguel could still see the picture of the bus that he had drawn with a stick in the sand. How he'd love to ride in that bus! How he'd love to go to school!

Mama came out to sit with Miguel. It had been a hot day, and the little cabin was still warm inside. She looked very tired from working long hours in the orchard. Miguel knew that he wouldn't have much time to talk to her about school tonight.

"Tell me about school, Mama," begged Miguel, for the hundredth time.

Mama was slow to speak. She didn't know much about school either. Always these fine children of hers thought about school. Someday she would find a way for them to go, she thought. They would learn many things, and they would be able to choose the kind of work they liked to do.

Her voice was soft. "You will learn so much, my son, about many things. You will have friends, too. Once I had a little friend who took me to her house. It was a beautiful house on a shady street. I tried to ride her bicycle, but I learned that riding a bicycle took practice. We weren't in school very long, and I didn't visit her again."

"Did you see her after you left the school, Mama?" asked Miguel.

"No," said Mama. "Your grandpapa and grandmama moved many times, just as we do. I never saw her again."

Miguel sat quietly, watching the sun go down. The evenings were so peaceful after the busy day.

"It's time for us to go in now," said Mama. "Tomorrow will be the last day in this orchard."

The next day Miguel got into the back seat of the car with José, Lupe, and his older sister, Maria. They sat on boxes that held all the things they owned. Juan, Miguel's older brother, and Mama and Papa sat in the front seat.

As they passed through the little town, Miguel saw the school bus parked near the school. How he wished he could stand beside it and touch it! But Papa said they didn't have time. They must hurry to pick figs at the next camp.

The day was hot and long. The children were tired when they reached the camp near the fig orchards in the San Joaquin Valley. Papa went to talk to the camp foreman. The children carried their things into the cabin that would be their home for the next few

weeks. Mama was talking to a woman from the cabin next to theirs. Miguel heard the woman say. "But the children have a school in this camp."

Miguel couldn't believe his ears. Was there really a school? He brought in the rest of the boxes. "Mama," he called, "is there a school here? Can we go to school?"

"Yes, Miguel, that's what the lady said." Mama smiled.

"But who will take care of Lupe and José?" asked Miguel.

"The school begins after we get back from work," said Mama. "Lupe and María can go, too."

"But where is the school, Mama? Will I go in the amarillo bus?"

"You will not need the bus," said Mama, smiling. "The school is right here, Miguel. In the camp! Let's go and see it."

Miguel hadn't seen a school building when they drove into camp. How could he have missed it? Schools were big! He and Mama walked around some migrant cabins, and there across the open yard stood a small, flat-roofed building with windows along one side.

Mama and Miguel walked around the little building. The boy kneeled to look at the open space under the building. "Mama," he said excitedly, "it has wheels!"

"The lady told me that the school is only for the children in the camp," said Mama. "After the harvest is over, the school will move to another camp. A truck will pull it."

"A school just for us," said Miguel. "That's why it is so small."

Saturday and Sunday passed slowly. Many times Miguel walked over to the school and looked in through the windows. He could see desks and a small table in the corner. Oh, if only Monday would come right away!

At last Monday came. In the afternoon, trucks brought the laborers back to camp. Miguel had found it hard to be patient. Many times he had gone to the faucet to wash his hands and face. He had tried very hard to keep his faded blue jeans clean as he played with Lupe and José.

Now Miguel was suddenly afraid. He didn't know many English words. Would he be able to do well in school? He wanted Mama and Papa to be proud of him.



Some of the children were seated at their desks when Miguel, Lupe, and María entered the little room. The children smiled shyly at one another as they ran their hands over the smooth desk tops.

"*Buenas tardes*, my little *amigos*," said the teacher.

"*Buenas tardes, señora*," the children answered.

It was a dream come true. Miguel was in school. And the teacher could speak to him in Spanish.

The weeks flew by, and Miguel worked very hard in school. Now he knew many English words that even Papa didn't know. If only they could stay in camp longer, so that he could keep going to school! But Miguel knew that moving time was not far off. He had heard Papa say that the harvest would be over in a few days. Never had it been so hard for Miguel to think about moving.

The teacher had promised the class a surprise for Friday. That was just two days away. Miguel wondered what it would be. Life had been full of surprises lately!

Long after Mama and Papa and the others were asleep, he lay on his mat listening to the familiar sounds in the camp. He dared not move, because he didn't want to waken Lupe and José. He thought about school, his beautiful teacher, and the surprise to come. Softly he whispered to himself the English words he had learned. Papa had promised that they could come to this camp next year so that the children could go to school again. With this happy thought in his head, Miguel dropped off to sleep.

Friday was such a long day. By four o'clock all the children were eagerly waiting for school to open. They were a little sad, too, because it was the last day of school.

"Boys and girls, you won't need pencils and books today," said the teacher. "Will you come with me, please?" she added, smiling at the wondering faces in front of her.

Miguel didn't understand all the words the teacher used, but he slipped away from his desk and followed the others. Down the steps of the trailer they went. Suddenly Miguel knew what the surprise was. There was the amarillo bus! The smiling driver held the door open for the children. The teacher said, "Today we're going to the town park for a picnic lunch!"

At last! thought Miguel. A ride on the yellow school bus!

## A MAN NAMED LEONARDO

by Leon Trachtman

About five hundred years ago, the city of Florence in Italy was an exciting place to live. A steady stream of traffic moved through its big city gates—men on horseback, people on foot, farmers on oxcarts, and wagons full of goods. Factories produced fine wool cloth, silks and satins and velvet, and gold and silver thread. And these goods were sold in faraway countries at very high prices. The merchant owners of the factories became rich, and the banks of Florence became rich. They loaned money to kings and princes in faraway countries and earned high interest on loans.

Florence was not a large city, but it was very famous everywhere. Its businessmen and bankers had offices in all the big cities of Europe. Great architects built beautiful churches, and they built fine palaces for the wealthy merchants and princes. Great artists painted murals and made wonderful sculptures to decorate the palaces and churches. Some people said that Florence was the noblest and most beautiful city in the world.

Wise and learned men came to Florence to teach and study, to write and exchange ideas. Students came from all over Europe to study with the learned men and to use the fine library.

The people of Florence were eager to see and hear new things. But of all the people who lived in Florence, none was more eager to learn than Leonardo da Vinci. Some of Leonardo's ideas were so far ahead of his time that his friends and neighbors couldn't understand them at all.

From the time he was a little boy, Leonardo wanted only one thing: he wanted to know. He wanted to know what made the trees grow. He wanted to know what made the sky blue. He wanted to know how the birds could fly. Leonardo watched how birds moved their wings. "They seem to swim through the sky," he said. He watched the way birds put their feet down and how they braced their wings against the air when they wanted to land. Could it be that they are pushing against the air to slow down? he wondered. An idea began to grow in Leonardo's mind. The more Leonardo watched birds, the more convinced of his ideas he became. And



four hundred years before anyone built an airplane, Leonardo said, "Someday men will be able to fly."

"Have you heard?" the people asked each other. "Leonardo says men will be able to fly!" And how they laughed!

But Leonardo didn't care whether people laughed at him. He cared only about one thing: he had to know! He wouldn't let old ways of thinking hold back his mind. He thought of and built machines that were a wonder to the people of his time. He designed canals. He planned cities and harbors and buildings. He made plans for mechanical cars and ships, in a time when people were still traveling by horseback, oxcart, and sailing ship.

When Leonardo was a young man he said, "I want to know how to see!" And because of this desire to see, Leonardo became one of the greatest artists who ever lived. He believed that art should look more natural. He invented a way of painting light and shadow. Before he painted anything, he had to know why it looked the way it did. He wondered, Why do the hills above the town look gold at dawn and fire-red at sunset?

What about the people Leonardo painted? He painted more than the skin and clothes of people. He had to know how the bones and muscles worked underneath the skin. He wanted to show the thoughts and feelings that people had. How can I paint all this in a picture? he would ask himself.

Leonardo was never at peace. He kept looking and searching for answers all his life. He looked higher and farther and deeper and longer than other men. He was never satisfied. No matter how much he knew, he wanted to know more.

For more than forty years, Leonardo filled notebooks with his ideas. He wondered about many of the same things men wonder about today. How can we build better houses to live in? How can we make our cities more beautiful? How can we improve transportation? How can we build machines to do the jobs men do by hand?

Leonardo's notebooks contained many drawings and plans. There were plans for a submarine, and a parachute, and a tank, and earth-digging machines. Leonardo never stopped studying. Everything interested him. He studied plants and the way they grew. He

studied rocks and minerals. He studied the movements of the earth and the sun and the moon.

Sometimes Leonardo was puzzled by the things he learned. Sometimes he was frightened by the things he learned. But no matter how frightened he was, he never went back to the safety of old ideas; instead he went right on learning. And because learning is like having wings on your mind, Leonardo flew higher than the eagle. People who have seen his paintings and studied his drawings and writings have been inspired to spread their wings and fly, too.

How high will you fly?

## **JOHANN'S PRINTING PRESS**

*by Dorothy Senesh*

Would you like to hunt for treasure or go exploring? Would you like to visit the castles of the kings and queens of long ago? Would you like to round up cattle with cowboys or hunt with Indians? Would you like to play a part in the movies or design dresses?

How could you do all those things? By reading books! There are thousands and thousands of books. There are books in libraries and stores; there are books at your school and maybe at your home. These books tell about so many different people and things, that you can find out about almost anything by reading books.

But there were not always so many books as we have today. Once there were only a very few. Only kings, or very rich men, or universities, or churches, had books and not many people knew how to read.

In those days books were made by hand. Clerks sat at their desks day after day and slowly copied the pages of a book with pen and ink. It took a long time to finish just one book. When it was finished, it might be worth so much that it was quickly taken to a library belonging to a king or church or university and carefully locked away or chained to a desk. Even the people who did know how to read often had a difficult time getting permission to use such a book.

What happened between those days when books were so precious that they were chained to heavy desks and today, when there are so many books and magazines and newspapers all around us?

Someone had an idea.

Just about the time that Christopher Columbus was born, a few men in different countries were working hard to find a way of copying books faster by using some kind of machine.

The first man to find a really practical way was Johann Gutenberg of Germany. While we don't know very much about him, one thing is sure—he knew a great deal about working with metals.

Johann Gutenberg must have spent months and months trying to find a way to copy a book faster than a clerk could do it by hand. What kind of machine could do it? At last an idea came to him: Why couldn't he put each letter of the alphabet on a separate little piece of metal? Of course he would have to make many *a*'s, many *b*'s, many *c*'s, and so on. But then, with his little metal letters, he could spell out the words of the book he wanted to copy. He could put his little metal letters together into words and sentences to print whole pages at a time.

He had to experiment with different metals until he found a mixture hard enough to make letters that printed crisply and clearly.

His next problem was to find ink that would not run off his metal letters and that would print without smudging. He couldn't use the thin ink that one uses with pens. It would run right off the letters. So he mixed an ink that was almost as thick as jelly.

And then he needed something to press the paper evenly against the inked metal letters. He decided that the presses that were used to crush grapes to make wine or grape juice would be just the thing. Of course, he had to make some changes, but after some more hard work he had made a winepress into a printing press.

Now all he needed was paper. And that was the one thing that was not a problem at all. People already knew how to make good paper. So there was plenty of that.

At last everything was ready for printing—the hard metal letters, the thick ink, the press, and the paper. Johann Gutenberg be-

gan to copy a book. He picked out his metal letters and put them together into words and sentences and arranged them in lines one after the other until he had put together a whole page. Then he locked them tightly into a frame, laid them on the press, and inked the metal letters. He placed a sheet of paper over the inked letters and with the press he pushed the paper down evenly over the letters. He raised the press and took out the paper. He had printed a whole page! He put in another sheet of paper and made another copy and then another. It would have taken a clerk with his pen a whole day to make just one copy. Johann Gutenberg could make one in just a few minutes! His invention worked very well indeed.

And what a difference it has made in our world! Before the printing press, if a doctor discovered a new way to cure people of a sickness, only the people he talked to would know about it right away. Even if he wrote it down, it would take a long time for copies to be made and passed from doctor to doctor. Because it took so long for the news of the cure to spread, doctors could not learn much from each other. Often a doctor spent his whole life doing things exactly the way he had learned, because he never heard of any new and better ways of taking care of sick people. And it was the same way for the other specialists too. If someone had learned a new way to forge iron to make good tools, or a new way to build bridges, his ideas spread very slowly.

But now, with the printing press, new knowledge could be written down and printers could print hundreds and hundreds of copies. Knowledge could spread as fast as people could carry books.

In a few years there were many printing presses. People were eager for books. There was so much to learn!

All kinds of books were printed. One of the first that people wanted to have was the Bible. Many, many copies of it and other religious books were printed and sold. Copies were made of the writings of thinkers and scientists, so that the things they knew and the discoveries they had made could be known everywhere men could read. And other scientists and thinkers got ideas from what they read and wrote books adding still more to what was known.

Soon the printing presses were turning out hundreds of copies of books on metalwork, medicine, glassmaking, building, and new inventions. By the time Columbus was grown up and ready to set out for America, nearly thirty thousand books had been printed in Europe.

Anyone who could read could share in this new knowledge. And since there were more books and they were cheap enough for more people to buy, more people were eager to learn to read.

Many years have passed since Johann Gutenberg first set up his printing press. Men have been improving the presses all this time. The first ones were small and made of wood. Later they were made of metal, and still later steam engines and motors were attached to the presses to make them run.

Johann Gutenberg had to put single sheets of paper one after another into the press. But later, a machine would feed great rolls of paper into the presses.

The first printers had to pick the letters out one by one to make the words and sentences. Later, a machine like a typewriter was invented which the typesetter could use to put the letters together much, much faster.

All these inventions have helped to produce many more books in a shorter time. Books today can be produced at a low cost and sold for a low price. Today there are books about almost anything you can imagine—about airplanes or pianos, bridge building or dressmaking, about long ago and about the future. There are books of poetry and books of stories to give us pleasure.

All of us can share in these riches. Our reading helps us to know more and make better choices in a world where there are many choices to make. So when you go running up the library steps to find a good book about exploring or cowboys or dress designing or castles, stop for a moment and think of Johann Gutenberg, who helped to make it all possible.





# CHAPTER 17: Understanding Nature

## COMPONENTS

### Student Text

Picture Spread  
pp. 158–159      *Understanding Nature*  
p. 245/1

Episode  
pp. 164–165      *Save the Wheat!*  
p. 245/4

Case Study  
pp. 160–163      *Dr. Fleming's Discovery*  
p. 246/3

### Recording

*Ideas Are My Business*  
p. 245/2

### Problems Book



*Invention: From Idea to Patent*  
p. 57      p. 245/3


*Curiosity Brings Progress*  
p. 56      pp. 245–246/1

*Trips on Earth and in Space*  
p. 58      p. 247/7

*Goods or Bads?*  
p. 59      p. 248/3

## MAJOR IDEAS

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- A. Learning about and understanding nature gives man the power to shape his world.
- B. As we learn more about nature there is more information to communicate to people of our generation and to transmit from one generation to another.
- C. As man learns more about nature, he gains greater power to manipulate it for the benefit or to the detriment of mankind.



*Summary:* Understanding nature helps man build a better world.

## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

<b>Spatial Orientation</b>		See <b>B-7: Problems Book</b>	
<b>Time Orientation</b>	See <b>A-3: Problems Book</b>	See <b>B-1: Problems Book</b>	

### LANGUAGE ARTS

<b>Stories and Poems</b>		Poem: <i>A Poem of Inventions</i> <b>p. 246/2</b> Story: <i>The Story of Three Pats</i> <b>p. 247/6</b>	
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### MISCELLANEOUS

<b>Community Resources</b>			Speaker: Harmful effects of manipulating nature <b>p. 248/4</b> Field trip: Effects of using nature <b>pp. 248-249/5</b>
<b>Other</b>	Discussion: Protection from hazards <b>p. 245/5</b>	Outline: Acquiring scientific knowledge <b>p. 246/4</b> Experiment: Evaporation <b>pp. 246-247/5</b> Show pictures: Inventions <b>p. 247/8</b>	Discussion: Working with nature <b>pp. 247-248/1</b> Display: Increase in standard of living <b>p. 248/2</b> Discussion: Using nature advantageously <b>p. 249/6</b>

## CHAPTER 17: Understanding Nature

### Statement to the Teacher

In this chapter your students will have an opportunity to discover some of the results of man's curiosity. Man is always searching for ideas, raising questions about the universe and nature, and attempting to answer these questions. His curiosity is found in its purest form when scientists search for answers without knowing what the results of their search will be. Your students should become acquainted with some of these scientists.

Many scientists attempt to apply scientific knowledge to the betterment of man's life. But some use knowledge to hurt people.

Emphasize the fact that as man's knowledge becomes more and more sophisticated, people will need to become better educated in order to continue their search for the unknown and to apply this knowledge toward building a better world.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "Understanding Nature" . . . . .	<b>A-1</b>
	<b>Recording</b> , "Ideas Are My Business" . . . . .	<b>A-2</b>
2.	<b>PB</b> , "Invention: From Idea to Patent" . . . . .	<b>A-3</b>
	<b>TRG</b> , discussion . . . . .	<b>A-5</b>
3.	<b>Text</b> , "Save the Wheat" . . . . .	<b>A-4</b>
4.	<b>Text</b> , "Dr. Fleming's Discovery" . . . . .	<b>B-3</b>
	<b>TRG</b> , outline . . . . .	<b>B-4</b>
5.	<b>PB</b> , "Curiosity Brings Progress" . . . . .	<b>B-1</b>
	<b>TRG</b> , experiment . . . . .	<b>B-5</b>
6.	<b>TRG</b> , story . . . . .	<b>B-6</b>
	<b>PB</b> , "Trips on Earth and in Space" . . . . .	<b>B-7</b>
7.	<b>PB</b> , "Goods or Bads?" . . . . .	<b>C-3</b>
	<b>TRG</b> , field trip . . . . .	<b>C-5</b>

### Vocabulary

accident	knowledge
behavior	laboratory
businessman	mold
discovery	nature
disease	penicillin
energy	pollution
epidemic	scientist
healthy	

### Bibliography

#### FOR THE TEACHER

Carson, Rachel. *Silent Spring*. Boston: Houghton Mifflin. About the destruction pesticides have caused within our environment.

#### FOR THE CHILDREN

Adler, Ruth, and Adler, Irving. *Machines*. New York: John Day. Explains simple machines and how they work.

Buehr, Walter. *First Book of Machines*. New York: Watts. Basic information about machines and the tools used to make them.

Craig, Jean. *Spring Is Like the Morning*. New York: Putnam. The things that happen in the earth as winter turns to spring are seen through the eyes of a small boy.

Francoise. *Big Rain*. New York: Scribner. Heavy rain brings floods and Jeanne Marie and her friends help clean the village when the water goes down again.

Harter, Helen. *Carmelo*. Chicago: Follett. Discusses how floods caused a great deal of damage in the Southwest where Carmello and his family live, and the need for irrigation and flood control.

Henroid, Lorraine. *Marie Curie*. New York: Putnam. About the life of Marie Curie and her contribution to science.

Kohn, Bernice. *Scientific Method*. Englewood Cliffs, N.J.: Prentice-Hall. How the scientific method influenced the course of science.

Mulcahy, Lucille. *Fire on Big Lonesome*. Encino, Calif.: Elk Grove Press. About fire-fighting in the California mountains by the Zuni Indians.

Valens, Evan G., and Hurd, Clement. *Wildfire*. New York: World Publishing. A forest fire is vividly described.

#### FILMS

*Turn Off Pollution*. 11 min., color, \$135. Encyclopaedia Britannica Educational Corp. Children see how they can help fight pollution in the community where they live.

*Your Friend the Forest*. 6 min., color, \$65. Encyclopaedia Britannica Educational Corp. Clean and dirty water and their effects on living things are demonstrated in this animated cartoon.

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### ACTIVITIES

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**Major Idea A:** Learning about and understanding nature gives man the power to shape his world.

1. **To introduce the idea that man studies and learns about nature**, have the students look at the picture spread "Understanding Nature," on pages 158 and 159 in the text. Ask them to describe the kinds of actions shown in each picture. Then discuss the picture by asking such questions as these:

- How do you think a person in a laboratory studies nature?
- When people study human life, are they learning about nature? Why?
- Why do you think scientists want to learn about the moon and space?
- Why do you think it is important to understand animal life and how plants grow?

*After the discussion the students should be able to describe several ways that people study nature.*

2. **To discover that man's curiosity about nature opens up to him opportunities to shape his world**, the students can listen to the recorded story for Chapter 17.

3. **To demonstrate that learning about nature can help man shape his world**, have the students complete exercise 17-B in their Problems Book.

4. **To learn how scientific studies of agriculture can help farmers improve their crops**, the students can read the episode "Save the Wheat," on pages 164 and 165 in the text. Then discuss the story by asking such questions as the following:

- What damaged Mr. Anderson's wheat crop?
- Who came to help the farmers?
- What did the scientists do?
- How did they get the kind of wheat they wanted?

*After the discussion the students should be able to create a series of drawings which illustrate a sequence of several steps from the recognition of the problem to the solution that saved the wheat crop.*

5. **To show how understanding nature can help man protect himself from hazards**, have the students review the recorded story from Chapter 14. Also review activity A-11 from Chapter 13, which shows how natural disasters affect neighborhoods. Then discuss the various ways man has learned to control nature and protect himself from certain hazards by asking such questions as the following:

- What can man do to overcome the problems of floods?
- What has man done to guard against forest fires?
- Are Americans in great danger from wild animals, poisonous insects, or diseases like polio and smallpox? Why or why not?

*After this discussion the students should be able to list several natural disasters and hazards that can be overcome or controlled through the use of knowledge about nature.*

**Major Idea B:** As we learn more about nature there is more information to communicate to people of our generation and to transmit from one generation to another.

1. **To discover that as we gain more information about nature, we have more information to transmit to people of our own**



generation and to following generations, the students can complete exercise 17-A in their Problems Book.

2. **To show how man's use of simple natural tools has progressed to a more advanced application of these tools**, read "A Poem of Inventions" (pages 249 through 250) to the class. Then discuss the contrasts brought out in the poem by asking questions such as the following:

- Why do you think the poem describes fingers, nose, ears, and toes as "tools"? How are they useful to man?
- How does man's understanding of what his ears and eyes can do lead to certain inventions?
- How long do you think it took for man to invent some of the tools and equipment mentioned in the poem?

*After this discussion the students should be able to name several other tools or machines that help people work better, faster, and easier than they could if they used only their hands or feet.*

3. **To discover that scientists study nature for answers to problems and pass their knowledge on to others**, the students can read the case study "Dr. Fleming's Discovery," on pages 160 through 163 in the text. Then lead a discussion by asking such questions as the following:

- Why did Dr. Fleming study germs?
- What happened to some of the germs he kept in a dish?
- Why didn't Dr. Fleming throw away the dish in which mold had begun to grow?
- What did he do with the mold?
- What did he call his discovery?
- Who helped make the discovery useful to many people?

*After this discussion the students should be able to conclude, in their own words, that discoveries in nature must be communicated to others before they can be useful to a large number of people.*

4. **To show how scientists acquire their knowledge about nature**, have the students outline the story about Dr. Fleming from the preceding activity. Write the following steps on the chalkboard, leaving blanks for the italicized words. Have the students try to complete the statements by suggesting words that could fit in the blanks. Then fill in the blanks:

- Step 1. Dr. Fleming *observed* dead germs around the mold.
- Step 2. Dr. Fleming *guessed* that the mold had killed the germs.
- Step 3. Dr. Fleming *experimented* by testing the mold.
- Step 4. Dr. Fleming had an idea or *theory* that the mold could help cure sick people.
- Step 5. Dr. Fleming *proved* that this theory was right by curing sick people with the use of penicillin.

Read the steps to the class and explain that scientists must have an orderly way of thinking and must take orderly steps if they are to develop ideas and make discoveries. This is sometimes called the "scientific method."

*Afterward the students should be able to write a simple outline that shows the way scientists work, using a sequence of steps such as this: (1) they observe; (2) they guess; (3) they experiment; (4) they develop a theory; (5) they prove their theory.*

5. **To demonstrate the way a natural scientist works**, have the students take part in an experiment. Use two jars of equal size. Fill one jar with water and leave it uncovered for several days. Then proceed with the following steps:

- Step 1. Have the students *observe* the water level in the jar.
- Step 2. Have them *guess* what has happened to make the water level drop. (*The water has escaped into the air.*)
- Step 3. Have them *experiment* by placing the other jar as a dome over the first jar. Mark the water level

on the first jar. After a day or two, ask the students what has happened to the water level in the first jar. It is unchanged. (The water could not escape into the air.)

**Step 4.** Help them *form a theory* based on what they have seen, such as “Water evaporates into the air from an uncovered container.”

**Step 5.** Have them *prove the theory* by filling two jars with water, capping one tightly, and leaving the other uncovered. In a few days the levels of water can be observed and compared, and the theory proved.

*As a result of this experiment the students should be able to tell how they think knowledge about water evaporation might be used.*

- 6. To show how inventors are protected when their discoveries are passed on for use by other people,** read “The Story of Three Pats” (pages 250 through 251) to the class. Then have the students describe who (or what) the three different “Pats” are. If possible, have them locate evidence of “Pat Nos” and “Pat Pend” on familiar objects in the classroom. Ask a few students to explain why patents are necessary and who issues them; also what the government has to find out about an invention before issuing a patent. Discuss how important it is to stimulate the invention of new tools and machines to produce new, better, and cheaper goods and services.

*In conclusion, the students should be able to state in their own words the purpose of a patent.*

- 7. To discover that the more we learn about nature the more educated we need to become,** the students can complete exercise 17-C in the Problems Book.
- 8. To identify some of the many trained specialists who use knowledge of nature for the production of new and better**

**goods and services,** show the students samples or pictures of such inventions as the following:

- Nylon or similar synthetic fabrics
- Different types of plastic
- Aluminum foil
- A spaceship
- A glass house
- A computer

Then have the students discuss the specialists who helped develop the goods (scientists, inventors, engineers, educators, and so on). Point out that many specialists work together to produce new materials or to develop new uses for old materials. Explain, for example, that the successful flight of a spaceship requires scientists’ knowledge of the atmosphere, inventors’ development of heat-resistant metals, and trained specialists’ skills in producing and operating the spaceship. Another example could be the use of oil, which requires the abilities of geologists who study the earth and learn how to find more oil; specialists at the oil refinery who find ways to use the oil for the production of gasoline and other useful goods; and still more specialists who find ways to distribute the products.

*After this discussion the students should be able to list various specialists required to produce the goods displayed at the beginning of the activity.*

**Major Idea C:** As man learns more about nature, he gains greater power to manipulate it for the benefit or to the detriment of mankind.

- 1. To show some of the many different kinds of people who have manipulated nature for the benefit of mankind,** have the students review the text story “The Big Ranch” (Chapter 8, pages 80 through 83). The students should also refer again to the introductory pictures for this chapter (pages 78 through 79). Then lead a discussion by asking such questions as the following:

- How do you think the development of Captain King's cattle ranch helped people all over the country?
- What other story have you read recently that shows how men have worked with nature to produce better crops for food? ("*Save the Wheat*")
- Which of the introductory pictures for this chapter show people working to change nature in some way? Do you think their changes will bring benefits to mankind? Why, or why not?

*After this discussion the students should be able to conclude, in their own words, that the more man learns how to use nature the more he can do with it.*

2. **To understand the increase in goods and services that our increased knowledge has made possible**, have the class prepare a display. Two signs can be prepared for the display, one reading LONG AGO and the other reading TODAY. LONG AGO refers to 1900, TODAY to the middle 1970s. The signs should be set alongside each other. Under LONG AGO a figure of a man should be set. Under TODAY there should be two figures of men, with a half-sized figure standing on their shoulders. (The LONG AGO figure represents the 1900 population of the United States, about 76 million, and the TODAY figures are the over 200 million population of today.) Under LONG AGO should be placed a pile of turn-of-the-century goods; under TODAY there should be a pile twelve times as high of such contemporary goods as television sets, automobiles, satellites, electric mixers, and refrigerators. (The LONG AGO pile represents the value of goods and services produced in 1900—about \$85 billion; the TODAY pile represents the value of goods and services produced today—over \$1 trillion.) When the display has been completed, the teacher can raise the following questions for discussion:
  - When did this country have more people—long ago or today?

- About how many more people live in our country today than did long ago?
- If our pile of goods today were two and a half times the size of the pile of long ago, would each family have more goods than it had long ago?
- Since we do produce twelve times as much as was produced long ago, and we have only two and a half times as many people, does each family have more or less goods than it had long ago?

*As a result of this activity the students should be able to summarize how our standard of living has increased since 1900, using the display as a reference.*

3. **To demonstrate the fact that there are specialists who study how man's work harms nature and what must be done to preserve or restore nature**, have the students complete exercise 17-D in their Problems Book.
4. **To emphasize some of the harmful effects of manipulating nature and how these are being combated today**, invite an agricultural extension worker or a member of an ecology organization to talk to the class. Ask the speaker to tell how the misuse of chemical fertilizers and pesticides can upset balances in nature and what can be done to correct this. He could also describe the effects of phosphates on water sources and similar environmental problems. Encourage the students to ask questions about how specialists study the harmful effects of man's work on nature and determine what can be done to prevent imbalances in nature.  
*Afterward the students should be able to draw two-part pictures illustrating the harmful and corrective measures described by the speaker.*
5. **To discover the good and bad effects of man's use of nature in the immediate neighborhood**, the students can take a walk through the school neighborhood and observe aspects such as

those in the following lists. When they return to the classroom, have them categorize their findings by naming the aspects that fit under the headings "Good" and "Bad." Write these on the chalkboard in the following manner:

*Man's Use of Nature is Sometimes . . .*

*Good*

He provides shelter through the use of raw materials.

He provides many kinds of food for people to buy.

He plants trees, shrubs, flowers, and grass to make pleasant surroundings.

*As a result of this activity the students should be able to create a bulletin-board display illustrating the contrasts between good and bad uses of nature in the school neighborhood.*

*Bad*

He destroys trees to build roads and housing.

He litters walks, streets, and yards with garbage and trash.

He develops large parking lots, paving areas with cement and asphalt where water cannot drain off.

6. **To discover one way man has learned to use nature for his advantage and also for the protection of the environment**, the students can discuss the development of Milorganite,\* a natural fertilizer being produced by the Milwaukee Sewerage Commission. Prior to this activity, send away for information about the new product and how it was developed. (Milwaukee Sewerage Commission, Sales Department, P.O. Box 2079, Milwaukee, Wisconsin 53201) Using the information, point out the beneficial effects of natural fertilizers. Explain that many cities have not yet found ways to treat sewage so that it does not cause pollution. Ask the students to tell how they think the new development in Milwaukee may help other cities.

\* Milorganite is a trademark of the Milwaukee Sewerage Commission.

*After this discussion have the class write a letter to the sanitation department in their community, asking whether it has developed or uses a product similar to that developed in Milwaukee.*

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## STORIES AND POEMS

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### A POEM OF INVENTIONS

*by Leon Trachtman*

Fingers, nose, ears, toes—  
Think of the jobs you do with those!  
Sometimes all these tools of ours  
Give us ideas, and in a while  
We make a better tool that lets  
Us do our jobs in style.

Now won't you come  
And think of some?  
Do you think you ever can  
Drive a nail with just your hand?  
Well, then! What special tool can do  
A better nailing job than you?

Speak up, don't stammer!  
You're right. *A hammer!*

Press your hand in soft brown clay.  
See the imprint where it lay?  
Tell us now the very kind  
Of big machine this brings to mind.

What did you guess—  
*A printing press?*



Form your hands into a bowl.  
How much water can you hold?  
From this trick now try to think  
Of a better tool to help you drink.

Now, bottoms up!  
That's right—a *cup*.

For noises that are very near  
You only have to use your ear,  
But what invention would you say  
We need for noises far away?

What rhymes with *stone*?  
The *telephone*!

Your eyes can see a thousand sights,  
From beetle wings to Christmas lights.  
But do you know what we look through  
When tiny things we want to view?

You said, I hope,  
A *microscope*.

Your fingernail, if long enough,  
Is good for cutting certain stuff.  
For cutting tougher things than butter,  
What tool makes a better cutter?

Upon my life,  
Correct! A *knife*.

So, boys and girls, by looking at  
The jobs that feet and hands can do,  
Men learned to make inventions that  
Worked better, faster, easier, too!

## THE STORY OF THREE PATS

by Irving Morrissett

Pat Wicks started to take off the back of the old alarm clock. As he removed the last screw he noticed some printing. It was almost worn off, but he could still read the name, "Pat Nos."

Pat Wicks liked to study the insides of things. And he had found the name Pat Nos or Pat Pend printed somewhere on most of the electrical gadgets he had taken apart. He thought that these two Pats must be just about the busiest men in the world. They had made so many things!

Pat thought it was funny. Pat Nos and Pat Pend made things, and when they broke, Pat Wicks took them apart and tried to fix them. So far he hadn't been able to put anything back together, but someday he would.

As Pat peered inside the works of the alarm clock, his father came into the kitchen. Pat picked up the back of the clock and showed it to his father. "Look here, Dad, Pat Nos made this."

Mr. Wicks took the clock part from Pat and looked at it. Then he smiled. "So you think Pat Nos is a clockmaker."

"Well, isn't he?" asked Pat. "You told me that producers put their names on what they make. Pat Nos has his name on most of the clocks I've seen, and on lots of other things. Pat Pend has his name on lots of things, too. Who are they, anyway?"

"Well now," said Dad, joining Pat at the kitchen table, "do you know what an inventor is, Pat?"

Pat scratched his head. "Maybe. I'm not exactly sure," he said. Dad looked at the works inside the clock. There were many little parts—wheels and pins and a wire that looked like a piece of curled ribbon. Everything was fitted together very carefully.

"Now," said Mr. Wicks, "how do you suppose a clock like this one ever came to be made?"

Pat stared at all the tiny parts. "It looks awfully hard."

"It was," said his father. "The first man who made a clock like this had an idea that no one had ever thought of before. He thought he could make a wheel move so that each move would show a

second of time. To make his idea work, he had to decide how to put all these parts together."

Dad pointed to the little metal ribbon that curled around and around. "This is the spring," he said. "This is what moves all the wheels in this kind of clock. When we wind a clock, this little spring curls up tighter and tighter. The spring in this clock is broken; that's why the clock won't work."

"I've got springs in my bed," said Pat, "but they don't look like that one!"

"They don't look the same," said Dad, "but they came from the same idea. Springs are used for beds and cars, clocks, and many other things. After someone invented the spring, other people began inventing different ways of using it. An inventor sometimes borrows an old idea, but he has to change it to fit his new idea. That's part of inventing."

"How do inventors make the parts they use?" asked Pat.

"Even after he gets an idea, an inventor may have a lot of hard work ahead of him. The man who invented this kind of clock may have tried dozens of different ways of putting it together. Sometimes an inventor spends years working on just one thing.

"Then, after he has spent lots of time and money, people may think that his idea was so simple that they could have thought of it themselves; but of course they didn't think of it."

Dad picked up the back of the old clock and pointed to the printing. "But Pat Nos helps inventors," he said. "Without Pat Nos, inventors might decide it's not worthwhile to work so hard inventing something."

Pat Wicks was happy to hear that. He thought of Pat Nos as an old friend. "But what does he do?" asked Pat.

"Well, when anyone invents a new thing or finds a way to make something better, he deserves a reward, don't you think?"

"Yes!" said Pat.

"Now how do you think an inventor could be rewarded?"

"He could sell what he makes."

"That's right," said Dad. "But as soon as other people see how his invention is made, they could make the same thing. Since they

don't have to spend money and time inventing the thing, they might be able to sell their copies of the invention at a lower price than the inventor could. That wouldn't be fair, would it?"

"No!" said Pat.

"Our lawmakers didn't think so either," Dad went on, "and that's how Pat Nos came to be. *Pat* really stands for *patent*, and *Nos* stands for *numbers*. When a person invents something, he can ask the government for a patent. The government's Patent Office studies new inventions. If the Patent Office finds that the invention is a brand-new idea, it gives the inventor a patent. Then no one can make a copy of the invention without permission of the inventor."

Pat laughed. "Pat Nos isn't a man; it's a thing!"

Dad grinned.

"Know what I'd do if I invented something?" asked Pat. "I'd sell it for a million dollars. And no one else could make my invention because Pat Nos wouldn't let them. Everyone would have to buy it from me."

Dad laughed. "I'm afraid you wouldn't have many customers, Pat. People would just do without your invention."

Dad looked at his watch. "I think it's about time for bed, Pat."

"But you haven't told me about Pat Pend yet."

"Well," said Dad, "after an inventor asks for a patent, the government may take a long time—even several years—before it decides whether to issue a patent. The government has to do a great deal of work to find out whether an invention or idea is really new, or whether someone else has had the idea before. If the inventor wants to make and sell his invention before the government gives him an answer, he puts 'Pat Pend' on his product. 'Pat Pend' stands for *patent pending*. It means that the government is studying the invention."

"So Pat Pend protects inventors, too," said Pat. "You know, Dad, I'd like to be an inventor someday."

His father smiled. "That would be fine, Pat. An inventor is a very important man. He is a man with ideas, and ideas change the world."

## CHAPTER 18: Understanding People

### COMPONENTS

#### Student Text

Picture Spread pp. 166-167	<i>Understanding People</i> p. 255/1
Case Study pp. 168-171	<i>The Goods and the Bads</i> p. 256/1
Episode pp. 172-173	<i>You and Other People</i> p. 258/3

#### Recording

*How We Learn*  
p. 256/7



#### Problems Book


*People Learn Different Things*  
p. 60 p. 255/2

*Many People Have Made Me What I Am*  
p. 61 p. 255/3

*What Can Archaeologists Discover?*  
p. 62 p. 256/6

### MAJOR IDEAS

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- A. Man is curious about his own behavior and the behavior of others.
- B. As one learns about himself and others through interaction and study, he has the opportunity to improve his relationships with his fellowman.
- C. As man gains a greater ability to shape behavior, he has an increasing responsibility to use his ability wisely.



*Summary:* One can improve his relationships with his fellowman by understanding himself and others.

## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

<b>Time Orientation</b>	See <b>A-6: Problems Book</b>		
<b>Research Orientation</b>			See <b>C-1: Community Resources</b>

### LANGUAGE ARTS

<b>Stories and Poems</b>	Vignettes: <i>Basic Social Problems</i> p. 255/4		Reading: <i>How Scientists Study "Getting Along"</i> p. 258/2
<b>Creative Dramatics</b>			See <b>C-2: Stories and Poems</b>

### ART AND MUSIC

			Art: See <b>C-3: Student Text</b>
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### MISCELLANEOUS

<b>Community Resources</b>			Interviews: School specialists p. 258/1
<b>Other</b>	Discussion: Advertising pp. 255-256/5	Situations: Learning is influenced by experience pp. 256-257/2 Instructions: Language differences can cause problems p. 257/3	



## CHAPTER 18: Understanding People

### Statement to the Teacher

Fundamentally this chapter is intended to open up for investigation the potentials of the various social sciences. Because it deals with the behavior of individuals and of groups, it is possible that discussions will move into areas to which individual students are sensitive. Because of these potentially sensitive areas, it is advisable that you establish an open and trusting atmosphere in the classroom.

The chapter is based on the assumption that many cultural conflicts and problems result from lack of understanding. It is our belief that the development of social awareness and the acquisition of the skills necessary for understanding various aspects of social living will lead to increasing your students' ability to make wise choices and to cope with the world in which they live.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "Understanding People" . . . . .	<b>A-1</b>
	<b>TRG</b> , vignettes . . . . .	<b>A-4</b>
2.	<b>Recording</b> , "How We Think" . . . . .	<b>A-7</b>
	<b>PB</b> , "People Learn Different Things" . . . . .	<b>A-2</b>
3.	<b>PB</b> , "Many People Have Made Me What I Am" . . . . .	<b>A-3</b>
	<b>TRG</b> , discussion . . . . .	<b>A-5</b>
4.	<b>PB</b> , "What Can Archaeologists Discover?" . . . . .	<b>A-6</b>
5.	<b>TRG</b> , situations . . . . .	<b>B-2</b>
6.	<b>Text</b> , "The Goods and the Bads" . . . . .	<b>B-1</b>
7.	<b>Text</b> , "You and Other People" . . . . .	<b>C-3</b>
	<b>TRG</b> , prepare for interviews . . . . .	<b>C-1</b>
8.	<b>TRG</b> , discuss interviews . . . . .	<b>C-1</b>

### Vocabulary

curious, curiosity	producers
environment	raw materials
goods	recycle
language	specialists
machines	study
nation	

### Bibliography

#### FOR THE TEACHER

- Fromm, Erich. *The Art of Loving*. New York: Harper & Row. An inquiry into the nature of love and the need to develop our total personality and a love of neighbor before love can be realized.
- Howard, Jane. *Please Touch*. New York: McGraw-Hill. A description of the human potential movement.

#### FOR THE CHILDREN

- Bannon, Laura. *Baby Roo*. Boston: Houghton Mifflin. Friends of a baby kangaroo find it doesn't matter where you come from or what you have in your pocket.
- Beim, Lorraine, and Beim, Jerrold. *Two Is a Team*. New York: Harcourt Brace Jovanovich. Two boys—one black, one white—discover the advantages of doing things together.
- Doss, Helen. *All the Children of the World*. New York: Abingdon Press. Shows by means of illustrations that the world contains people who are alike and people who are different.
- Duvoisin, Roger. *What Is Right for Tulip*. . . . New York: Knopf. Shows the differences and similarities between people and animals.
- Erwin, Betty K. *Behind the Magic Line*. Boston: Little, Brown. Story of a ghetto family.

- Guy, Anne. *One Dozen Brownies*. Nashville: Abingdon Press. Four girls, all with different interests and of different personalities, join a Brownie Scout troop and learn to get along together.
- Hall, Natalie. *The World in a City Block*. New York: Viking Press. A young boy delivers bread in his neighborhood and discovers that his neighbors are people from all over the world.
- Pease, Josephine. *This Is the World*. Skokie, Ill.: Rand McNally. Children who live in other countries have the same feelings about families and friends as children in the United States.
- Rey, Margret. *Spotty*. New York: Harper & Row. Illustrated story of two families of rabbits who find out that color is of small importance.
- Scheinfeld, Amran. *Why You Are You*. New York: Abelard-Schuman. The child learns to judge himself or herself by what he or she is, not what race or nationality he or she belongs to.
- Seiz, Irma. *Wonderful Nice!* New York: Lothrop, Lee & Shepard. Young girl visits a Pennsylvania Amish family and learns their values.

#### FILMS

- Japanese Boy—The Story of Taro*. 19 min., color \$240. Encyclopaedia Britannica Educational Corp. The day-by-day experiences of a Japanese boy in his home on a farm and at school.
- Little Blue and Little Yellow*. 10 min., color \$125. Contemporary Films. Abstract film about human relationships.

### ACTIVITIES

**Major Idea A:** Man is curious about his own behavior and the behavior of others.

- To discover that man is curious about himself and other people**, the students can look at the picture spread "Understanding People," on pages 166 and 167 in the text, and describe what they see in each. Discuss how each picture relates to how

man studies human behavior. The picture at the bottom of page 166 shows scientists studying the effects on humans of staying underwater for long periods of time (conducting an experiment). In the illustration opposite, archaeology students are searching for articles that people used in their everyday life long ago (finding out about man's past). The final picture shows children playing roles in order to observe how people act toward one another (simulations). In the first picture the teen-agers are taking a public opinion poll (collecting data). The top picture on page 167 shows Professor Senesh, the author of this book, delivering a lecture to others (specialists working together).

*As a result of this activity the students should be able to list several ways in which people study human behavior.*

- To discover that what man knows is based on his experiences and the importance he places on them**, the students can complete exercise 18-A in their Problems Book.
- To demonstrate that as a child grows up, he has many experiences that influence his behavior in varying degrees**, have the students complete exercise 18-B in their Problems Book.
- To discover three of the basic issues that concern social scientists today**, read to the class the vignettes "Basic Social Problems" (page 258 through 261). After completing each vignette encourage the students to think as scientists would about the broad social problem described. (Point out that social scientists use techniques similar to those of natural scientists as described in Chapter 17, activities B-4 and B-5).  
*As a result of this activity the students should be able to list a series of questions that might be raised by social scientists studying each of the issues described in the vignettes.*
- To demonstrate how learning about people's differences helps advertisers sell a variety of goods and services**, display a number of different kinds of ads that appeal to different

groups of people. For example, show the students magazine ads for toys and games, magazine ads or brochures for retirement villages, ads from technical journals such as those describing electronic equipment or new medications, newspaper grocery ads, and ads from ethnic newspapers (if possible, those printed in another language) and magazines such as *Ebony* or *Black Enterprise*. Then discuss the ads by asking such questions as the following:

- Do you think all of these ads have been prepared for the same group of people? Why not?
- What group of people do you think would read each of the ads? Why do you think each ad appeals to a different group?
- Why do you think advertisers have to learn about the way different people live? Why do they have to learn what encourages people to buy different things?
- From what you have learned about stores in the neighborhood, how do you think storekeepers decide what to sell?

*After this discussion the students should be able to collect other ads that appeal to particular groups of people and arrange them in a display with a title question that could stimulate curiosity, such as "Why Doesn't Everybody Buy All These Goods?"*

6. **To demonstrate the fact that man is curious about his past,** have the students complete exercise 18-C in their Problems Book.
7. **To discover that man's curiosity about himself and other people leads him to seek clues about how early men lived,** the students can listen to the recorded story for Chapter 18.

**Major Idea B:** As one learns about himself and others through interaction and study, he has the opportunity to improve his relationships with his fellowman.

1. **To discover what specialists want to learn about people and pollution,** the students can read the case study "The Goods

and the Bads," on pages 168 through 171 in the text. Then lead a classroom discussion by asking such questions as the following:

- What are the different ways people have polluted the natural environment?
- Why do you think specialists study the way people make choices?
- Do you think it is possible for people to have the goods they want and need and to have a beautiful environment?
- Why should a specialist keep studying?

*After this discussion the students should be able to ask a number of different questions to simulate the types of queries scientists might make in studying problems of human behavior.*

2. **To demonstrate that knowing how people learn helps us understand and get along with others better,** present the following problem situations to the class:

*Situation 1.* Cut various wild animal tracks from colored paper. Place them on the classroom floor and ask the students to identify them. After their attempts, explain that children who live in the jungle would probably pass this test with ease, because they have to be able to identify these tracks in order to survive. Then ask, "Does this mean that you are not as smart as the jungle children?" Explain that the jungle children could identify the tracks not because they are smarter, but simply because these tracks would be a part of their experience.

*Situation 2.* Draw on the chalkboard a picture of a train that has no locomotive. Ask the students what is missing from the train. After the correct answer has been given, ask whether jungle children, who have probably had little experience with trains, could have answered the question as easily. Then ask, "Do you think, just because you can answer this question more easily than jungle children could, you are smarter than they are?"

*Situation 3.* Have the students pretend that they are hunting in the frozen North as the Eskimos do. They are many

miles from home. After days of travel they want to return. But there are no tracks, trees, or landmarks, and no instruments are available. Ask them to tell how they could find their way home as the Eskimo hunter does. They should admit difficulties, because they would need landmarks, maps, and compasses to find their way. Point out that the Eskimo uses other indications of direction, such as the way the wind blows the fur at the edge of his parka. Then ask, "Does this mean that the Eskimo is smarter than you?"

*Situation 4.* Ask the students, "Who was George Washington?" All the students should be able to give the correct answer. Then ask, "Do you know who Gandhi was?" Since few, if any, students will respond correctly, explain that students in Indian schools study about the people who are important to their country. Ask if this is similar to what happens in this country, and whether this is one of the reasons everyone could answer the question about George Washington.

After the situations have been discussed, explain that people learn from their experiences and the kinds of ideas emphasized in their schools and homes. A person's knowledge depends on where and how he lives. Then have the students take turns giving their opinions on the following questions:

- If you know how people learn, does this help you understand others better? How?
- Can you get along better with people who have different ways of life if you understand them? Why?

*In conclusion, the students should be able to compare their own experiences and tell which of their experiences could lead to knowledge that others might not have.*

3. **To show that different language backgrounds may cause communication problems,** present instructions and questions to the students using several words from another language. Give the impression that the students should be able to understand what you are saying. You might use such examples as the following:

- Pick up your *livres* (books).
- What is the difference between a *cheval* (horse) and a *muchacho* (boy)?
- What number comes after *drei* (three)?

Repeat the instructions or questions with a pretense of increasing irritation because the students do not understand. Then ask them to describe how they feel when they cannot understand what someone is telling them. Also ask them to tell whether they think language differences can create problems or conflicts. To further bring out the importance of learning other people's languages, the class might speculate about what would happen if no one knew any language other than his mother tongue. (People would not trade goods or ideas. We would be less able to discuss differences with other countries, and we would have less chance for peace in the world.)

*As a result of this activity the students should be able to list several everyday activities that would be difficult or impossible for them to carry out if they did not speak the language of the neighborhood in which they live.*

4. **To discover that as ideas are exchanged, the differences between people become less,** play the following game with the students. Show the class photographs of cities, villages, and people that have been taken from various magazines. Have the students guess whether the pictures show scenes in America or in foreign countries. A careful selection of pictures should lead the students to discover that differences between American and foreign scenes and families are harder to find in pictures of urban environments than in pictures of rural environments. Then discuss the reason. Point out that city people around the world live alike more often than do people who live in rural areas of the same country.

*As a result of this activity the students should be able to classify the similarities and differences in the way people live under such major headings as housing, transportation, and clothing.*



**Major Idea C:** As man gains a greater ability to shape behavior, he has an increasing responsibility to use his ability wisely.

1. **To discover how a variety of specialists use their ability to shape human behavior**, small groups of students can interview different school specialists such as a nurse, a psychologist, a social worker, and another teacher or the principal. Have them ask these specialists questions about how they help people understand themselves; how they help people satisfy some of their needs; how they help people resolve conflicts peacefully; and how they might pass on ideas about human behavior to others. When the students report their findings, list on the chalkboard some of the different methods specialists use as they work with others. Explain that, many times, the specialists are helping to change or shape behavior. Point out specific examples of this, such as the school nurse demonstrating good health practices or a teacher showing students how to get along together.

*As a result of this activity the students should be able to conclude, in their own words, that specialists often use their ability to shape human behavior for the benefit of individuals and mankind.*

2. **To show that some scientists study how conflicts arise between people and how these conflicts can be resolved**, read "How Scientists Study 'Getting Along'" (pages 261 through 263) to the class. Then have selected students act out each conflict situation described in the reading while others observe and decide what could have happened if the conflict had not been resolved in an orderly way. Afterward lead a discussion by asking such questions as the following:

- What would scientists say could be done to settle the conflict between Joe and his friends, Ralph and Ed?
- What caused the conflict between the brothers Tim and Mike? Did they settle their argument by themselves? How did a third person help?
- Why do you think both Tim and Mike had to give in a little?

- Why couldn't the neighbors, Mr. Brown and Mr. Smith, settle their conflict by giving in a little?
- What would scientists say could be done to settle the conflict about the peach tree?
- How might scientists work to prevent conflicts between larger groups of people such as nations?

*As a result of this activity the students should be able to describe several ideas (or theories) scientists have about how people can get along together.*

3. **To illustrate the fact that scientists search for the answers to many questions**, have the students read the episode "You and Other People," on pages 172 and 173 in the text. Then ask each student to draw a picture of something a scientist might study. Have each student show his picture to the rest of the class and explain why scientists study what he has depicted. *As a result of this activity the students should be able to use their drawings to make a bulletin-board display entitled "Scientists Study Many Things."*

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## STORIES

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### BASIC SOCIAL PROBLEMS

by Charles George

#### VIOLENCE

Violence is everywhere. Day after day television, radio, and newspapers are filled with reports of people deliberately hurting each other.

Here are some shortened newspaper reports showing that a lot of violence can happen in just one day.

*(Violence Caused by Frustration)*

#### Three Injured in Riot

Detroit—Two policemen and a teenage boy were hospitalized with head injuries after a neighborhood riot last night. Police say

the riot began after two young boys were arrested for turning on fire hydrants. Residents of the area, who thought the police were being too hard on the boys, gathered around the police car and began to throw rocks at the police.

*(Violence Caused by Frustration)*

### **Hundreds Join Food Riot in Philippines**

Luzon—Hundreds of starving flood refugees today attacked government buildings containing food and clothing. They knocked down the locked doors and broke windows to enter and carry off thousands of dollars worth of rice, powdered milk, flour, and articles of clothing. Government spokesmen said the supplies were to be given to the refugees anyway, but the government had had trouble organizing its relief program.

*(Violence Caused by Revenge)*

### **Gangfight Leaves Two Youths Dead**

New York—Today a gang of teen-age boys who call themselves the “Teen-age Knights” shot and killed two boys from a rival gang. When questioned by police, one member of the Knights said the killings were done “to pay ’em back.” He said two of his friends had been badly beaten by the rival gang last month and the knights had decided to “get even.”

*(Violence Caused by Greed)*

### **Downtown Bank Robbed of \$50,000**

Washington—Five masked gunmen burst into one of the largest banks in the city today and made off with over \$50,000. Harold Winter, bank president, said everyone in the bank was forced at gunpoint to lie on the floor while the robbers emptied several cash drawers.

Violence is a problem all over the world. In even the most peaceful societies, outbreaks of violence touch the lives of everyone.

Although man has made much progress in the twentieth century in finding cures for all sorts of deadly diseases, he seems unable to stop the spread of violence. In fact, violence is the one killer man seems to be helping by developing more advanced weapons and ways of warfare. If this dangerous trend continues, the problem of violence will probably continue to threaten each of us everywhere in the world.

## **ENVIRONMENT**

For thousands of years we have been taking whatever we have wanted from our environment. We have used the air, land, and water around us as if there were enough to last forever. We have taken the earth's raw materials and manufactured millions of wonderful products that make our lives more comfortable and happy.

But we have forgotten that all things on earth live in balance with each other. Man cannot make one change in his environment without changing the environmental balance of the whole world. If we have more of one thing, we will have less of something else. More houses mean fewer trees. More cars mean less clean air. More factories mean fewer clear streams.

Here are some illustrations of this.

### *More Houses*

Because of the great need in Japan for lumber, many of the large trees on Admiralty Island, Alaska, will be cut down and sold to the Japanese. Admiralty Island forests are the nesting grounds for our national bird, the bald eagle. If the trees are taken the eagles will lose their homes. With their nesting places gone, the eagles won't be able to raise families and they will slowly die out.

### *More Cars*

In large cities all over the world, exhaust fumes from automobiles are turning our air into poison. Several times each year in Los Angeles, smog caused mostly by thousands of cars forces schools

to hold their physical education classes indoors. On these days the chemicals in the air are so thick that it is unhealthy for school children to play outside. This same Los Angeles smog drifts eastward into the mountains nearby. There, the deadly clouds are killing hundreds of pine trees around Lake Arrowhead.

#### *More Factories*

Over the past fifty years, more and more factories have sprung up along the Rhine River in Central Europe. Once called the most beautiful river in Europe, the Rhine is now an open, flowing sewer. The industries of Germany, France, and the Netherlands pour deadly chemicals, sewerage, and other wastes into the river the same way we throw garbage into garbage cans. By the time it flows into the North Sea, the Rhine River is so dirty that its color is yellow-brown.

#### *More Bombs*

Many countries are still working to build more powerful kinds of nuclear bombs in case of war. In the state of Nevada, for example, the United States government has been experimenting with new plutonium bombs. In 1970, 250 square miles of Nevada land were polluted by radiation from such experiments. This means that no one will ever be able to live on those 250 square miles again. There is also a danger that radiation from the test area can be spread by wind, rain, or animals to nearby big cities like Los Angeles or Las Vegas. The dangers of pollution from nuclear radiation are even worse than many others because we know so little about radiation and how it can spread.

Time is running out on man's race to save his environment. We must realize that the earth is a spaceship we share with three billion other passengers, and we must learn to take better care of her.

The problem of saving our environment is too big for one person or for one country to solve. We must work together. Personal and

national fights must be put aside if we are able to win the important fight, the fight for survival.

#### PREJUDICE

One evening in April, Brian's father was helping him with his homework when the doorbell rang. Mr. Stone and Mr. Snyder, two neighbors, had come to ask Brian's father to sign their petition.

"It's for the good of the whole neighborhood," Mr. Snyder explained. "Our petition says that we homeowners of Colman Heights will not stand for anything that lowers the value of our property." He smiled at Brian's father. "You know what we mean, Ralph," he said.

"Exactly what do you mean?" Brian's father asked.

"Why, we mean we're happy with the way things are and we don't want to change," Mr. Snyder said.

"What change are you talking about?" Brian's father demanded.

Brian could see his father was getting angry, but he didn't understand why.

"Look, Ralph," Mr. Stone said. "We all know there's a black family looking at the house that's for sale on this street. Now, we don't have anything against blacks, but we don't want our neighborhood ruined either. I think you understand why we're concerned."

Suddenly, Brian's father stood up. "I think you gentlemen should be going. I understand very well what you're up to. I want no part of it." He held the door open for them to leave.

"But Ralph," Mr. Snyder said. "Everyone else has signed but you."

"So now you know where I stand, gentlemen. Good night."

Brian didn't know what to think. He had never seen his father treat anyone this way. Why didn't he want to get along with the neighbors?

"Do you think your dad's a little crazy, son?"

Brian sat up. "Heck no, Dad."

"Brian, what you just saw was prejudice at work. Having a prejudice is thinking you don't like something before you know

anything about it. Our white neighbors are prejudiced against blacks.”

“But they said they had nothing against blacks, Dad.”

“That’s what they said. But what are they doing? They’re trying to keep that black family from buying a house here. They’ll send that petition around to make everyone think they’ll lose money if black people move into Colman Heights. It’s just their way of trying to hide their prejudice.”

“We all have prejudices that make us act stupid sometimes. For example, I wouldn’t eat cabbage for a long time although I never tasted it. It was just a silly prejudice. But the results of many prejudices aren’t so silly.”

“Mr. Stone and Mr. Snyder are prejudiced against blacks, so they don’t want blacks living nearby. There’s no good reason for the way they’re acting. But their prejudice is making them work against a family they don’t even know.”

Brian saw that his father cared very much about what he was saying.

“No matter what it’s called, you should be able to see prejudice for what it is. It’s prejudice that makes people hate other people because of the color of their skin, their religion, or the country they’re from. And as long as this kind of prejudice exists, the differences between people keep them apart. Wherever it happens, Brian, prejudice affects all of us.”

Brian’s father sat down on the couch beside him. “Now,” he said. “Where were we?”

Brian spread his math book open on the coffee table. He felt like the luckiest boy in the world. Now that he understood, he was proud of the way his father had refused to sign the petition. Someday, he thought, I hope I will be brave enough to stand up against prejudice, too.

## **HOW SCIENTISTS STUDY “GETTING ALONG”**

*by Kenneth Boulding*

We all know that scientists study nature. They study the stars and the earth. They study animals and plants.

But not all scientists study nature. Did you know that many scientists study people? They study what people do. They study how people get along with each other.

Sometimes people who have different ideas don’t get along well with each other. People who have one idea may do something that people with other ideas may not like. If two people want to have the very same thing, they may not get along well.

The scientist studies what happens when one person does something that another person doesn’t want him to do. The scientist studies what happens when one group does something that another group doesn’t like. He studies what happens when one nation does something that another nation doesn’t like. When persons or groups have problems like these, we say they have conflicts.

Conflicts happen every day. You may have a conflict with your best friend. Suppose you are playing in the backyard. There is a swing in the yard, and you both want to swing first. You cannot swing at the same time, so there is a conflict between you and your friend.

Just as there is conflict between you and your friend, there can also be conflict between groups of people in a city. Suppose that a man bought a nice piece of land and wants to put a tall apartment building on it. People in the neighborhood don’t like the idea. They don’t want the building to go up. Others like the idea. The people who want the new building and the people who don’t want it have a conflict.

Just as there are conflicts between people and groups, there are conflicts between countries. If two countries want to have the same piece of land, they have a conflict. There are many countries that have had conflicts for hundreds of years because they both wanted the same piece of land.

But conflict isn’t always a bad thing. When you are playing games, you want your team to win. The other team also wants to win. But only one team can win. That means that your team is in conflict with the other team. This kind of conflict is good. Both teams follow the rules of the game. Both teams know that one must lose the game. But no matter who wins or loses, everyone who plays enjoys the game.



In the same way, conflict can be a good thing for grown-ups. For example, conflicts between producers can benefit everyone. Automobile producers compete for the same customers. Therefore the producers have conflicts. All producers try to produce better and better cars so that they will get more customers.

There are times, though, when conflicts do not benefit people. They can harm people. When persons or countries don't know how to handle conflicts in an orderly way, they may stop talking to each other or trading with each other. Or they may have quarrels, fistfights, or even wars. Once people start fighting, it is very hard to settle conflicts. Scientists study the problem of how to settle conflicts in an orderly way.

Sometimes conflicts arise because people misunderstand each other. Suppose a boy named Joe walked by Ralph and Ed. Joe heard them laughing. He thought they were laughing at him. So he made a face at them. Ralph and Ed felt hurt because Joe had made a face at them. There was a conflict. What could be done to settle the conflict in an orderly way?

The scientist would say that the boys should talk to each other. And this is what happened:

Ralph and Ed walked over to Joe. Ralph said, "Why did you make that face?"

"Because you laughed at me," said Joe.

"We didn't laugh at you," said Ralph. "Ed was telling me a joke. Want to hear it?"

"Sure," said Joe, and he listened to the joke. Soon he was laughing, too. And the conflict was settled in this way.

Sometimes conflicts arise because people want the very same thing. Suppose there were brothers named Tim and Mike. They belonged to the same baseball team, and one day at the playground they both wanted to pitch at the same time. They began to argue. The other team members had to wait. Everyone would be hurt unless the conflict were settled in an orderly way. What could the boys do?

The scientist would say that both boys have to give in a little bit. He would say that the boys should ask someone to help them settle their conflict. And this is what happened:

Mr. White passed by the playground. He saw the boys arguing. "Hey!" shouted Tim. "There's Mr. White. Let's ask him to help us decide who should be the pitcher."

The boys explained their problem to Mr. White. "Well, boys," he said, "looks to me as though this problem is easy to solve. You'll be playing more games this summer, won't you?"

The boys nodded.

"Then why doesn't one of you pitch today, and one pitch the next time you play? Tim, why don't you pitch today, and Mike the next time?"

Mike thought about this idea. "O.K.," he said. "You're the pitcher, Tim."

"O.K.," said Tim. "And you pitch next time."

The playground conflict had been settled in an orderly way.

Sometimes people aren't willing to give in the way Tim and Mike did. Suppose there were two neighbors, Mr. Brown and Mr. Smith. There was a beautiful young peach tree between their homes. The peaches weren't ripe yet. Both men were anxious for the peaches to ripen so that they could eat them. But they had a conflict. Each man thought the tree belonged to him. They started to argue, and neither man would give in.

The scientist would say that the men should go to court and let a judge decide who owned the tree. And this is what happened:

"Your Honor," said Mr. Smith, "the tree is on my land. The peaches belong to me."

Mr. Brown said, "No! The peach tree is on my land. The peaches are mine!"

Then the judge told an expert to measure the boundary lines. He found that the peach tree was far inside Mr. Smith's property. The judge declared that the peaches belonged to Mr. Smith. Mr. Brown had to obey the decision.

If people want to settle their conflicts in an orderly way, they must be willing to listen to other people's ideas and obey the law.

In school we learn how to handle conflicts in an orderly way. We do it by learning how to get along with other people. We learn that when we hurt others, we hurt ourselves, too. Children who don't learn how to get along with others won't have many friends.

Grown-ups have found ways to handle their conflicts better and better. And they are looking for ways to help countries settle their conflicts better. Not long ago, most of the nations of the world got together to find ways to settle their conflicts. They called themselves the United Nations. Now, when one country feels that another country has done something it shouldn't have, all the nations meet to find a way to settle the conflict in an orderly way. Many differences between countries have been settled this way.

Scientists who study conflicts want to keep them under control. They think there should be specialists who keep an eye out for conflicts between countries the way forest rangers look for fires.

The forest ranger is always on the alert for forest fires. He looks over the forest day and night to spot any sign of smoke. If he sees smoke, he reports it immediately, and the men and equipment are sent to keep the fire from spreading. They must work fast, because in the forest a small fire can quickly grow into a big fire which causes a great deal of damage.

In the same way, specialists from different countries could work together. They could carefully watch for any signs of conflicts between people. If they thought a conflict could become dangerous, they could try to settle it immediately. In this way we can hope that our future world will be a peaceful world.

## CHAPTER 19: Looking Ahead

### COMPONENTS

#### Student Text

Picture Spread      *Looking Ahead*  
pp. 174–175      pp. 266–267/1

*How Will We Live in the Future?*  
pp. 178–181      p. 267/2

Case Study      *Spaceship Earth*  
pp. 176–177      p. 268/2

*A Letter to You*  
pp. 184–187      p. 269/4

#### Recording

*Spaceship Earth*  
p. 268/3

#### Problems Book

*What Will the Future Bring?*  
p. 63      p. 267/3

*What Is Next?*  
p. 64      p. 268/3

### MAJOR IDEAS

A. New ideas are constantly being born.

B. Man's curiosity has no limit.

C. Everyone must develop his own ideas about what kind of person he wants to become and how he will fit into the future world.

*Summary:* The ideas and inventions of today will change people's lives tomorrow; everyone should decide what kind of person he wants to become and how he will fit into the future world.

## ACTIVITIES Teacher's Resource Guide

### SOCIAL SCIENCES

<b>Time Orientation</b>	See <b>A-3:</b> <i>Problems Book</i> See <b>A-5:</b> Community Resources		See <b>C-2:</b> Creative Dramatics See <b>C-3:</b> <i>Problems Book</i>
<b>Research Orientation</b>	See <b>A-5:</b> Community Resources See <b>A-6:</b> Community Resources		

### LANGUAGE ARTS

<b>Stories and Poems</b>	Essay: <i>Learning for Tomorrow</i> p. 267/4	Poem: <i>Man and His Ideas</i> pp. 267-268/1 Story: <i>Curious Man</i> p. 268/4	Essays: <i>When You Grow Up</i> p. 268/1
<b>Creative Dramatics</b>			Dramatizations: The future p. 268/2

### MISCELLANEOUS

<b>Community Resources</b>	Parental survey: What parents learned in school p. 267/5 Speaker: Research work p. 267/6		
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## CHAPTER 19: Looking Ahead

### Statement to the Teacher

This chapter should remain open-ended. It provides an opportunity for your students, with your help, to look into the future and perceive its possibilities. During their study they will have the opportunity to reflect upon values, beauty, and inspiration, and on what it may mean to be part of the future that awaits them.

Many activities are possible for this chapter. All the activities that you decide to use should stretch the students' imagination and allow them to demonstrate their creativity in various areas of thinking. Give them an opportunity to express their aspirations for the future, not only in terms of jobs and marriage, but also in terms of the possibility of dedicating themselves to something greater than the individual.

Bring to your students' attention examples of individuals in the community who have expressed high ideals in constructive action, or of famous people who have demonstrated fine human qualities. This is an effective way to motivate them to think about themselves in the future.

### Suggested Lesson Structure

Session	Component	TRG Reference
1.	<b>Text</b> , "Looking Ahead" .....	<b>A-1</b>
	<b>TRG</b> , prepare for survey .....	<b>A-5</b>
2.	<b>TRG</b> , record and discuss results of survey .....	<b>A-5</b>
3.	<b>PB</b> , "What Will the Future Bring?" .....	<b>A-3</b>
	<b>Text</b> , children's art .....	<b>A-2</b>
4.	<b>Recording</b> , "Spaceship Earth" .....	<b>B-3</b>
	<b>TRG</b> , poem .....	<b>B-1</b>
5.	<b>Text</b> , "Spaceship Earth" .....	<b>B-2</b>
	<b>TRG</b> , story .....	<b>B-4</b>
6.	<b>TRG</b> , essays .....	<b>C-1</b>
	<b>TRG</b> , dramatizations .....	<b>C-2</b>

7.	<b>PB</b> , "What Is Next?" .....	<b>C-3</b>
8.	<b>Text</b> , "A Letter to You" .....	<b>C-4</b>

### Vocabulary

citizen  
country  
future  
interests  
limitless

### Bibliography

#### FOR THE CHILDREN

- Branley, Franklyn. *A Book of Moon Rockets for You*. New York: Thomas Y. Crowell. Good pictures of rockets.
- Windle, Eric. *Sounds You Cannot Hear*. Englewood Cliffs, N.J.: Prentice-Hall. The teacher could read excerpts. The last chapter deals with "Ultrasonics: Today and Tomorrow."
- Wolff, Janet. *Let's Imagine Thinking Up Things*. New York: Dutton. A child imagines all sorts of things.

#### ACTIVITIES

**Major Idea A:** New ideas are constantly being born.

- To discover that man's ideas about the future are being discussed and studied at this moment**, the students can study the picture spread "Looking Ahead," on pages 174 and 175 in the text. Explain that the pictures represent ways that technological ideas could be put to use by the time the students have reached their middle adult years. Ask the students to describe each picture in terms of the technological development it portrays. Ask them whether they think such developments could take place without prior study.

*In conclusion, the students should be able to generalize that new ideas are constantly being born but that it takes many years to develop them and apply them for future use.*

2. **To reinforce the concept that people are constantly creating new ideas**, have the students study the children's drawings of life in the future on pages 178 through 181 in the text. Ask them to briefly describe the idea represented in each picture. *Afterward each student should be able to create a drawing showing an idea he has for the future.*
3. **To demonstrate that ideas are being created all the time**, have the students complete exercise 19-A in their Problems Book.
4. **To show how skills and interests developed in school form the foundation for future learning and the development of new ideas**, read the essay "Learning for Tomorrow" (pages 269 through 270) to the class. Explain that the author, Dr. Szent-Györgyi, has been learning all his life and has constantly searched for the answers to nature's secrets, developing ideas that help people understand their world a little better. Relate the story to the students' own experiences and potentials by asking the following questions as a basis for discussion:
  - If you were a biologist like the author, what kinds of things would you be discovering?
  - What do you think the author means when he says "What we learn becomes a part of us"?
  - How can books be useful in learning? In what ways do books help you develop your imagination?
  - What kinds of new ideas can you learn about from news events shown on television? from films you see in school? from photos? from experiments?
  - If you continue to learn, do you think it will be possible for you to create new ideas? Why?

*After this discussion the students should be able to create a table display (using books, tapes, photographs, and so on) of various "tools for learning" entitled "Many Ways to Learn for Tomorrow."*

5. **To reinforce the preceding activity and contrast learning today with learning a generation ago**, have the students ask their parents about the kinds of things they learned when they were in school. They could ask their parents if such subjects as modern math and social studies were taught, or if they were able to learn with the help of teaching machines or tape cassettes and other modern types of equipment. *After reporting their findings the students should be able to create a class list under the heading "Things and Ways We Learn by Which Our Parents Did Not Learn."*
6. **To show how businesses develop ideas**, invite an engineer or research expert from a local phone company, airline, construction company, laboratory, or other industrial firm to speak to the class about his work. Ask the speaker to explain how ideas lead to research on ways to produce new and better goods, and why such products will be useful in the future. Encourage the students to ask the speaker questions about the way businesses compete in developing new ideas. If possible, have the guest display some of the new products his company is developing or describe products the company hopes to develop. *As a result of this activity the students should be able to conclude that businesses must look to the future and use new ideas for developing goods and services so that they will be able to produce the goods and services people need or want in the future and can compete with other companies that are also developing ideas for new products.*

**Major Idea B:** Man's curiosity has no limit.

1. **To introduce the concept that man's limitless curiosity leads to ideas that create other ideas in an infinite pattern**, read the poem "Man and His Ideas" (pages 270 through 271) to the class. Write the last two verses on the chalkboard. Discuss the difference, brought out in the poem, between pure and applied science. Point out that pure science deals with ideas for their own sake, without regard for whether those ideas will be

useful in any way, whereas applied science deals with searching for the answers to particular problems. Lead the class in a choral reading of the verses. Then review the entire poem and ask the students to describe the various kinds of ideas man has had. Emphasize the progressive nature of ideas. (For example, men had ideas about the ways birds fly; they applied these ideas to the building of the first airplanes, and later to the development of bigger and faster planes.)

*Afterward the students should be able to describe an idea of their own and state how they would like to pursue it.*

- 2. To illustrate one man's ideas about how the world can be changed,** have the students read the case study "Spaceship Earth," on pages 176 and 177 in the text. Then lead a class discussion by asking such questions as the following:

- What does Buckminster Fuller call the world?
- Why does he use this term?
- Why does he think we should take care of the earth?

*As a result of this activity the students should be able to interpret the term "Spaceship Earth" pictorially.*

- 3. To discover that man's curiosity has no limit,** the students can listen to the recorded story for Chapter 19.

- 4. To show how man's limitless curiosity can be used for his benefit,** read the story "Curious Man" (pages 271 through 272) to the class. Then lead a discussion by asking such questions as the following:

- How do scientists use their curiosity?
- Why do scientists have to ask "good questions"?
- What kinds of questions might scientists ask that would help solve problems?
- Why are scientists something like detectives?
- Why do some scientists study ideas for their own sake without being concerned about how they are applied?

*After this discussion each student should be able to write a question he has about man or nature and to tell why he is*

*curious about the subject and whether answers to the question might benefit mankind.*

**Major Idea C:** Everyone must develop his own ideas about what kind of person he wants to become and how he will fit into the future world.

- 1. To show what the future might be like and how a child of today might fit into it,** read selected essays from "When You Grow Up" (pages 272 through 273) to the class. Explain that some of the stories describe changes that will probably take place and others describe "educated guesses" about what scientists think will happen a long time from now. After the readings have the students describe what they might be doing in each situation. For example, a student might tell about his ideas for growing more food; another could describe his ideas about transportation; or another student might explain a new kind of material he could develop.

*As a result of this activity the students should be able to draw pictures illustrating the essays they thought were most interesting and to compile these for a display entitled "The World of Tomorrow."*

- 2. As a follow-up to the preceding activity,** the students can dramatize some of the situations described in the essays. For example, a student could phone his family from the moon, describing what he saw there; a group could dramatize "an evening at home" in the future; a student could play the role of a father who tells how he came home in his hovercraft automobile. Encourage the students to use their imagination to create dramatizations of future events in which they may be involved.

- 3. To demonstrate the fact that knowledge is cumulative and that the ideas and inventions of today will change our lives tomorrow,** have the students complete exercise 19-B in their Problems Book.

4. **To summarize the scope of the learning program just completed and relate this to future application**, have the students read “A Letter to You,” on pages 184 through 187 in the text. Then ask them to describe what they have learned about neighborhoods, ideas, and the future. Have individual students tell what they think was the most important part of the program, encouraging each student to present his own opinion.

*Afterward each student should be able to write an answering letter telling what kind of discovery he would like to make in the future.*

## STORIES AND POEMS

### LEARNING FOR TOMORROW

by Albert Szent-Györgyi

Nature is wondrous and full of secrets. Men must work very hard and be very patient to discover Nature's secrets. But every day, scientists learn more and more of them. Well, this makes you children and your teachers wonder: how can we possibly learn all the many things that scientists are discovering? Do not worry, for Nature's most wonderful secret is that the truly important things are really simple. As scientists learn more and more, they discover that things that seem complicated and confusing at first are really all parts of a few simple big ideas.

I am one of those scientists that people call *biologists*. My science of biology tries to discover the secrets of living things—what makes men and animals and bacteria and plants live and grow and multiply. When I was young, biology was very complicated. I had to learn many different rules about different living things. But as I grew older and scientists discovered more and more, there came a time when we saw that all the many different things we had learned were really just different ways of looking at one or two important ideas.

How do we learn about our world? Surely not by remembering and repeating everything that we read in books as if we were

parrots. Then why do we use books? We study and use what is in books to help us think. Books are really a storehouse of learning. If we cannot remember exactly what interested us in a book, we just go back to that book and read again what it said. And then we go on with our thinking. And who knows? Maybe our thinking can go ahead of what the writers of the books said. Maybe we can be pioneers in new ideas and new thinking. Who knows?

Most of us live quite a long time, and our school years are really only a tiny part of our lives. In school we begin to discover how many wonderful things there are to learn and do. School helps us to decide which of these we want most to do. In school we learn how to do a job well. In school we learn how to learn. And then we can go on learning all the rest of our lives. Why, my hair was already gray when I began to learn a new science for the first time. Now I am seventy-nine years old, and I am still working away at discovering more of Nature's secrets.

What we learn becomes a part of us. What we learn helps us to understand and see and hear and even live in new and wonderful ways. We become the people in the stories we read. The poems we read help us to think about the world in fresh and different ways. The music we hear and the paintings and sculpture we see make us feel as if we made the music, the paintings, and the sculpture. We read about long-ago times and we imagine that we are the boys and girls who lived in those times and places. We do science experiments and make for ourselves the discoveries that great scientists made before us. It's much more fun to make the great scientists' discoveries for ourselves than it is just to read about them. Perhaps we will enjoy the discovering so much that we will go ahead and make some discoveries of our own.

Today machines work faster and do more of our work for us. You have much more free time than your grandfathers had. What will you do when you have a *great deal* of free time? Why, then you will do the things you have learned to do. Some of you will get pleasure from writing stories and poems and plays. Some of you will want to be reporters. Some of you will write music for people to sing and play, and more of you will sing in choirs and play in orchestras. Some of you will paint, draw, build, and make things.



Long ago, most people thought that the world was hardly more than the place where they lived. Today we know that the world is bigger than those people believed. We read books about people and places all around the world. We can travel across land and sea in a very short time. Our radios bring us news of people near and far away every hour. Our television sets let us look at things that are happening not only on our own earth but way out in space as well. We see the photographs taken by satellites and the astronauts' rockets out in space, and we see the curving sides of our own wonderful world. Our world begins to seem smaller to us. *Our world!* The world of all of us!

All around our world are people writing stories and poems and people reading them, and people writing music and people making music and dancing, and artists painting pictures and people being pleased or surprised by them. All around the world people are working hard to make our world a healthier place. All around our world people are working hard to produce more food to bring to the hungry. Making our little world a better place takes a lot of work. Science helps us to do this work. Good feeling for our world helps us to do this work.

There have always been men and women who tried to make our world a better place. They have done this with their study of science and history and with their stories, poems, and plays, their music, paintings, and hard work.

Because our country wants you boys and girls to grow up to be such people, school is perhaps the most important place in our towns and cities and countryside. And your teachers are very important. As you learn today, so will tomorrow be!

## MAN AND HIS IDEAS

by Leon Trachtman

Men can send a giant rocket  
All the way to Mars,  
Figure out how hot it is  
On many distant stars,

Fly a jet plane all around  
The world in just a day,  
Talk by telephone with people  
Many miles away,  
Write great music, paint a picture  
That delights the eye,  
Build a graceful tower that seems  
To reach the sky.

But there are things men cannot do  
As well as creatures in the zoo.  
They cannot fly up in the air  
As birds and insects do.  
Their muscles are not very strong;  
The lion's are much stronger.  
They cannot swing high in the trees;  
The monkey's tail is longer.  
Men aren't as big as elephants.  
They can't see in the dark.  
They have no shells as turtles do.  
They can't swim like the shark.  
They haven't fur to keep them warm;  
Nor feathers have they got.  
They cannot stand the weather cold.  
They cannot stand it hot.

But men have learned to use the wheel,  
Turn hot iron into steel,  
Speak and read and write their words,  
Build machines that fly like birds,  
Make great telescopes that show  
From far-off stars a brilliant glow,  
Build a microscope that tells  
What lies inside of tiny cells,  
Write a poem, sing a song, and  
Tell what's right from what is wrong.

Men have minds, and they can think—  
Nature made them so.  
Animals just want to live,  
But people want to know.  
There is no end to learning,  
However much you know.  
For each step taken you can see  
A thousand more to go.  
Some things people think of  
Can be useful right away:  
Cars and movies, TV sets  
To cheer the gloomy day.  
But sometimes people have ideas  
Of quite another kind—  
They aren't useful right away;  
They just please the mind.  
But someday someone else may take  
These same ideas and show  
How they are useful in a way  
Nobody else could know.

Men march in step with new ideas  
As to a beating drum.  
Ideas alone can lead us to  
The better world to come.

### **CURIOUS MAN**

by Leon Trachtman

In many ways, people need and want the same things that animals do. They need food to satisfy their hunger and drink to satisfy their thirst. They want to keep themselves warm in the cold of winter and cool in summer's heat. They want to rest when they are weary. They want to keep themselves and their families safe from danger and harm.

In these ways, the needs of people are not very different from those of a pet dog, eagerly eating his dinner, or a tabby cat, dozing

contentedly in front of the fireplace in winter, or an eagle, watchfully guarding the young ones in her nest.

But there is at least one important way in which people do differ from animals. Animals, after seeing to it that their stomachs are full and their bodies safe and warm, are content just *to be*. Men are not satisfied with just being. They want more. They want *to know*.

From their earliest times on earth, men have wondered about the world they live in. They have always wanted to understand why things are the way they are. In different times and places, men have made up different myths and stories to explain the things they could not otherwise understand.

Men have been curious about the stars in the sky and the earth beneath their feet. They have thought about the heat and the light of the sun and the movement of the wind. They have seen the changes of the seasons and wondered about them. They have looked at the varied world of animals, and again they have wondered what makes all these animals alive. Where did they come from? How did they get to be what they are?

Imagine a shaggy man of the caves, who lived 10,000 years ago. He warily tastes a new fruit in the forest. He is trying to find out more about the world. A little girl of today silently watches a garden spider spin its web. She is learning about the world. A little boy, wondering why the flat stones he throws skip across the surface of a pond, is thinking about the world. And the scientist, peering through his microscope or mixing chemicals in his laboratory, is also trying to learn more about the world.

All these people are discovering things about the world they live in. The scientist asks his questions about the world in a much more orderly way than the children or the shaggy caveman. Like almost all people, the scientist has a curious nature. But he has been to school. He has learned what many other men have discovered about the world. He is able to ask better and more thoughtful questions about nature, and to use the answers to discover even more about nature.

Many times, men ask questions in order to satisfy their everyday needs for food, comfort, and safety. But some of the most exciting

questions are asked for quite another reason—simply because men are curious about something they do not understand. They are curious about the wonderful and mysterious world which lies all about them. They have a great hunger just to know.

Some scientists try to understand how our whole universe started. They observe stars and clusters of stars that are speeding away from each other at thousands of miles every second. They try to understand how these stars were first formed, how they grow older and how, with a great and bright flaring, they finally die and turn into black cinders in space.

Other scientists, instead of studying the largest objects and the greatest distances in the universe, concentrate on the tiniest particles and the shortest distances. These are the nuclear scientists.

All things are made up of atoms of different sizes and weights. Single atoms, even the heaviest ones, are much too small to be seen, even with the help of the most powerful electron microscope. Deep in the center of each atom is a smaller object, called the *nucleus* of the atom. And even this nucleus is not the end. Scientists have discovered that the nucleus of the atom is made up of a number of different and even smaller particles.

It is these particles that nuclear scientists study. How many different kinds of particles are there? What is their nature? How do they act? What is the mysterious force which holds them together to form the atom's nucleus?

Nuclear scientists are trying to answer these questions simply because they wish to create as full and beautiful an understanding of nature as they can.

Other scientists work in their laboratories on very different problems. Some scientists study how people interact with each other while others study how all the parts of the human body function.

Until recently, almost everybody thought that it was altogether good for men to satisfy their curiosity about the universe they live in. It was good just to learn answers, and if some practical use could be made of the answers, so much the better.

In recent years, however, some people have disagreed. They look around and see that the knowledge produced by science has sometimes been used for bad purposes. Our knowledge of the

structure of atoms led to the making of atomic and hydrogen bombs. Our understanding of certain chemical reactions led to the building of factories using these reactions in the manufacture of metal and plastic products. Many of these factories also produce things we do not want: poisonous wastes which flow into our streams and lakes, smoke and gases that foul the air, and piles of ugly solid wastes.

Because they see these bad and dangerous products made with the knowledge that curious scientists gain, some people say we should try to put an end to our natural curiosity about the world we live in. They say that the more knowledge we have, the more trouble we seem to get into.

But most people disagree. They think that if man lost his thirst for new knowledge, he would be, somehow, less human than he is now. And they do not think that the problems of the world can be solved by refusing to look for new knowledge and forgetting the knowledge we already have.

Instead, they want man to continue to be curious. They want him to learn all he can about the universe he lives in. But they want the products of this curiosity to be used well. If people understood better what causes human conflicts and how to solve these conflicts, we could make better use of our knowledge. If we learn more about how and why men do the things they do, we may be able to predict how they will use new knowledge.

Men have always been curious. They probably always will be. And they probably always should be, for without this curiosity, life would lose much of its beauty and excitement.

## WHEN YOU GROW UP

### FOOD FOR ALL

When you grow up, there will be many more people in the world than there are today. Even now, there isn't enough food to give everyone in the world all he needs. What will happen when there are many more people to feed?

Men will learn to harvest food from the waters of the world. Delicious foods will be made from tiny green water plants. The plants will be grown indoors under special lights that will shine like the sun twenty-four hours a day. This will help the plants grow very fast. When they are ready, the plants will be dried and powdered and flavored so that they can be used in many different ways.

Someday men will know more about the chemicals that foods are made of. They will know why certain foods look, taste, and smell the way they do. Then they will know how to produce good foods from chemicals. The chemicals will come from the air, the earth, and the sea. In special factories, men will change the chemicals and mix them and make good food out of them. "Umm," you will say at the dinner table. "What a good meal!"

Men will have to produce more food to feed the growing number of people in the world. But scientists are working on the problem of feeding their fellowmen. And they will know much more when you grow up.

#### CONSERVATION

When you grow up, men will work hard to keep our country beautiful. In a busy working world there must be fine parks and forests and beaches. People will need more quiet, beautiful places where they can rest and play.

Our country will be much more crowded when you grow up. It won't be easy to keep our parks, beaches, and woodlands nice. But men will find ways to keep them pretty.

Men will also learn to keep lakes and rivers clean and pure. People won't dump dirt and chemicals into drinking water. They won't fill the skies with smoke and soot. They won't let floods wash good soil into the streams and rivers and out into the ocean.

People will see to it that everyone has a chance to enjoy green valleys, sparkling lakes and rivers, clean air and pure water.

Will you help keep your country bright and green and clean—when you grow up?

#### WORK

When you grow up, machines will do many of the jobs that people do today. And they will do them better, faster, and cheaper.

Automatic machines will do most of the jobs that men do in factories. They will stamp, bend, mix, twist, bolt, roll, assemble, pump, and do a thousand other jobs. Other machines will check to see that all these jobs are done right. And machines will be able to repair themselves, too!

Machines called computers will help men pick the best ways to produce and sell goods and services. They will show whether it is better to ship certain goods by train or airplane. The computer will give businessmen much useful information.

Will these machines take jobs away from people? Yes, they will take away some jobs—the jobs that they can do better than people. But there will be new and more important jobs for people to do.

The world will need workers who understand how these complicated machines work. It will need men who can design and build automatic machines and computers. It will need people who know how to use them to solve problems.

Our world will need many more teachers, doctors, social workers, and other men who are trained to help people. Even though machines will be able to do wonderful things, they will never be able to help people the way other people can.

Machines will do more jobs, but they will only serve people—when you grow up.



## FRIENDLY NEIGHBORS

Lyrics—Leon Trachtman

Music—Elva S. Daniels

1. It's on-ly friend-ly  
2. It may be on the

The first system of musical notation for 'Friendly Neighbors'. It consists of a treble and bass staff. The treble staff has a key signature of one flat (Bb) and a common time signature (C). The melody is written in the treble staff, and the bass line is in the bass staff. The lyrics are written below the treble staff, with two versions of the line: '1. It's on-ly friend-ly' and '2. It may be on the'.

neigh - bors who make a friend-ly place. And who would like a  
prair - ie it may be near the shore. It may be on a

The second system of musical notation. The melody continues in the treble staff, and the bass line continues in the bass staff. The lyrics are written below the treble staff, with two versions of the line: 'neigh - bors who make a friend-ly place. And who would like a' and 'prair - ie it may be near the shore. It may be on a'.

neigh-bor-hood with-out a friend-ly face? I've searched the world both  
coun-try road or near the cit - y's roar. It may be hot it

The third system of musical notation. The melody continues in the treble staff, and the bass line continues in the bass staff. The lyrics are written below the treble staff, with two versions of the line: 'neigh-bor-hood with-out a friend-ly face? I've searched the world both' and 'coun-try road or near the cit - y's roar. It may be hot it'.

high and low, from my tip top head to my tip tip toe, The  
may be cold or it may be new or it may be old, The

The fourth system of musical notation. The melody continues in the treble staff, and the bass line continues in the bass staff. The lyrics are written below the treble staff, with two versions of the line: 'high and low, from my tip top head to my tip tip toe, The' and 'may be cold or it may be new or it may be old, The'.

*rit.*

most im - por - tant thing I know, is hav - ing friend - ly neigh - bors.  
 most im - por - tant thing I'm told, is hav - ing friend - ly neigh - bors.

CHORUS *a tempo*

Friend - ly neigh - bors, make a friend - ly

place. Who wants to live in a neigh - bor - hood with -

out a friend - ly face? 1. face? 2.

# INDEX

## Advertising

- Chap. 6:* p. 100/B-1, p. 101/B-4  
*Chap. 18:* pp. 255-256/A-5

## Archaeology

- Chap. 18:* p. 256/A-6, p. 256/A-7

## Architects

- Chap. 2:* p. 49/A-4  
*Chap. 5:* p. 91/C-7, p. 91/C-8,  
p. 91/C-9

**Behavior.** *See* Customs; Fairness; Honesty;  
Prejudice; Values, conflicting

## Behavior, influencing

- Chap. 18:* p. 255/A-3, p. 258/C-1,  
p. 258/C-2

## Behavior, studying

- Chap. 18:* p. 255/A-1, p. 255/A-4,  
pp. 255-256/A-5, p. 256/A-6,  
p. 256/A-7, p. 256/B-1, p. 258/C-1,  
p. 258/C-2, p. 258/C-3

## Business: competition

- Chap. 6:* p. 100/B-2, pp. 100-101/B-3,  
p. 101/B-4, p. 101/B-5, p. 101/B-6,  
p. 101/B-7, p. 102/B-9,  
pp. 102-103/B-10, p. 103/C-1,  
p. 103/C-2  
*Chap. 8:* p. 125/B-2, pp. 125-127/B-4  
*Chap. 19:* p. 267/A-6

## Business: problems

- Chap. 6:* p. 103/C-3  
*Chap. 10:* p. 154/C-5

## Business: risks and profits

- Chap. 4:* pp. 74-75/B-2  
*Chap. 5:* p. 90/C-5  
*Chap. 6:* pp. 101-102/B-8,  
pp. 102-103/B-10  
*Chap. 8:* p. 124/A-4, pp. 125-127/B-4,  
p. 127/B-6

## Business, starting a

- Chap. 6:* p. 100/B-1  
*Chap. 7:* p. 111/A-1, pp. 113-114/B-1,  
pp. 114-115/B-5, p. 115/B-6,  
p. 115/C-1  
*Chap. 8:* p. 124/A-4

**Campaign.** *See* Elections

## Cities

- Chap. 1:* pp. 37-38/A-1, p. 38/A-2,  
p. 38/A-3, p. 38/A-4, p. 38/A-5,  
p. 38/A-6, p. 38/A-7, pp. 38-39/A-8,  
p. 39/A-9, p. 39/A-10, p. 39/A-11,  
p. 39/B-1, pp. 39-40/B-2, p. 40/B-3,  
p. 40/B-4, p. 40/C-1, pp. 40-41/C-2,  
p. 41/C-3  
*Chap. 2:* p. 50/B-1, p. 50/B-2,  
p. 50/B-3, p. 51/C-1, p. 51/C-2,  
pp. 51-52/C-5, p. 52/C-6  
*Chap. 3:* p. 60/A-1, p. 60/A-4,  
p. 60/A-5, pp. 60-61/A-6, p. 61/B-4,  
p. 62/C-1  
*Chap. 4:* p. 72/A-1, p. 74/A-4  
*Chap. 5:* p. 89/C-3  
*Chap. 13:* p. 191/A-9

**Climate.** *See* Environment: climate

**Communication.** *See* Ideas, communication  
of

## Community

- Chap. 14:* pp. 206-207/C-1, p. 207/C-2,  
p. 207/C-3, p. 207/C-4,  
pp. 207-208/C-5

**Competition.** *See* Business: competition

## Consumer choices

- Chap. 6:* p. 100/B-2, pp. 100-101/B-3,  
p. 101/B-4, p. 101/B-5, p. 101/B-6,  
p. 101/B-7, p. 102/B-9,  
pp. 102-103/B-10, p. 103/C-1,  
p. 103/C-2, p. 103/C-3  
*Chap. 7:* p. 114/B-2, p. 114/B-3

## Contracts

- Chap. 10:* pp. 152-153/B-1,  
p. 153/B-2, p. 153/B-3, p. 153/B-4

## Cooperation within neighborhoods

- Intro:* p. 25/A-8, p. 25/A-9  
*Chap. 1:* p. 39/A-11, p. 40/B-3,  
p. 40/B-4  
*Chap. 4:* p. 74/A-4, p. 74/A-5  
*Chap. 8:* pp. 123-124/A-3,  
pp. 128-129/C-3  
*Chap. 9:* p. 143/C-5, p. 143/C-6  
*Chap. 11:* p. 161/A-1, p. 161/A-2,  
p. 161/A-3, pp. 161-162/A-4,  
p. 162/A-5, p. 162/A-6, p. 162/A-7,  
p. 162/A-8, p. 163/B-3, p. 163/B-4  
*Chap. 12:* p. 175/A-1, p. 176/A-4,  
p. 176/A-5, p. 176/A-6,  
pp. 176-177/A-7, p. 177/A-8,  
p. 177/A-9, p. 181/C-7, p. 181/C-8  
*Chap. 13:* p. 191/A-12, p. 192/B-4  
*Chap. 14:* p. 204/A-5,  
pp. 206-207/C-1, p. 207/C-2,  
p. 207/C-3, p. 207/C-4,

pp. 207-208/C-5

*Chap. 15:* p. 218/B-4, p. 218/C-1,  
p. 219/C-2, p. 219/C-3,  
p. 219/C-4, p. 219/C-6

**Curiosity.** *See* Ideas, discovering new

### **Customs**

*Chap. 3:* p. 61/B-1

*Chap. 10:* p. 152/A-4

**Demand and supply.** *See* Supply and  
demand

### **Directions, cardinal**

*Intro:* p. 24/A-5

*Unit I:* pp. 32-33/LT-1

*Chap. 4:* p. 74/A-4

*Chap. 11:* p. 163/B-2

**Discrimination.** *See* Prejudice

### **Distance within a neighborhood**

*Intro:* p. 24/A-2, p. 24/A-3

*Chap. 4:* p. 72/A-1, p. 74/A-4

### **Elections**

*Chap. 9:* p. 140/B-1, p. 141/B-2,

p. 141/B-3, p. 141/B-4, p. 142/C-1

### **Environment: climate**

*Chap. 4:* p. 72/A-2, p. 72/A-3

### **Environment: natural hazards**

*Chap. 4:* p. 74/B-1, pp. 74-75/B-2

*Chap. 13:* p. 191/A-12

*Chap. 17:* p. 245/A-5

### **Environment: problems**

*Chap. 7:* p. 116/C-4

*Chap. 8:* p. 128/C-1

*Chap. 14:* p. 204/A-5

*Chap. 17:* p. 248/C-3, p. 248/C-4,  
pp. 248-249/C-5

*Chap. 18:* p. 255/A-4, p. 256/B-1

### **Environment: studying nature**

*Chap. 17:* p. 245/A-1, p. 245/A-2,  
p. 245/A-3, p. 245/A-4, p. 245/A-5,

pp. 245-246/B-1, p. 246/B-2,

p. 246/B-3, p. 246/B-4,

pp. 246-247/B-5, p. 247/B-7,

p. 247/B-8, pp. 247-248/C-1,

p. 248/C-2

*Chap. 19:* p. 267/A-4

### **Factories**

*Chap. 2:* p. 49/A-4, p. 51/C-1,

p. 51/C-4, pp. 51-52/C-5, p. 52/C-6

*Chap. 3:* p. 62/C-2

*Chap. 7:* p. 111/A-1, p. 111/A-2,

p. 111/A-3, pp. 111-112/A-4,

p. 112/A-5, p. 112/A-6, p. 112/A-7,

pp. 112-113/A-8, p. 113/A-9,

pp. 113-114/B-1, p. 114/B-2,

p. 114/B-3, p. 114/B-4,

pp. 114-115/B-5, p. 115/B-6,

p. 115/C-1, pp. 115-116/C-2,

p. 116/C-3, p. 116/C-4

### **Fairness**

*Chap. 10:* p. 152/A-5, p. 152/A-6,

pp. 152-153/B-1, p. 153/B-4,

p. 154/C-4, p. 154/C-5, p. 154/C-6,

p. 154/C-7

*Chap. 12:* pp. 177-178/B-2

### **Farms, farmers**

*Chap. 2:* p. 49/A-2, p. 49/A-3,  
p. 51/C-1

*Chap. 3:* p. 61/B-5, pp. 61-62/B-6

*Chap. 4:* p. 72/A-1, p. 72/A-2,

p. 72/A-3, p. 74/A-4, p. 74/A-6,

p. 74/A-7, p. 74/B-1, pp. 74-75/B-2,

p. 75/B-3, p. 75/B-4, p. 75/B-5,

p. 75/C-1, p. 75/C-2, pp. 75-76/C-3,

p. 76/C-4, p. 76/C-5, p. 76/C-6,

p. 76/C-7

*Chap. 8:* p. 123/A-1, p. 123/A-2,

pp. 123-124/A-3, p. 124/A-5,

pp. 124-125/B-1, p. 125/B-2,

p. 125/B-3, pp. 125-127/B-4,

p. 127/B-5, p. 128/C-1

*Chap. 13:* pp. 189-190/A-5, p. 190/A-7,

p. 193/C-3

*Chap. 17:* p. 245/A-4

### **Ghost towns**

*Chap. 8:* p. 128/C-2, pp. 128-129/C-3

### **Goals**

*Intro:* p. 25/A-8, p. 25/A-9

*Chap. 1:* p. 39/A-11, p. 40/B-3

*Chap. 2:* p. 50/B-4

*Chap. 3:* p. 61/B-1

*Chap. 12:* p. 176/A-5, p. 176/A-6,

pp. 176-177/A-7, p. 179/C-1,

p. 180/C-3

*Chap. 13:* p. 192/B-3

*Chap. 14:* pp. 206-207/C-1, p. 207/C-2

*Chap. 15:* p. 217/B-1,

pp. 217-218/B-2, p. 218/B-3,

p. 218/B-4, p. 219/C-2, p. 219/C-6



**Goods and services**

*Chap. 6:* p. 99/A-1, p. 99/A-2,  
p. 99/A-3, pp. 99-100/A-4,  
p. 100/B-2, pp. 100-101/B-3,  
p. 101/B-5, p. 101/B-6, p. 101/B-7,  
pp. 101-102/B-8, p. 102/B-9,  
p. 103/C-1, p. 103/C-3  
*Chap. 7:* p. 112/A-5, p. 112/A-7,  
pp. 113-114/B-1, p. 114/B-2,  
p. 114/B-3, p. 114/B-4  
*Chap. 9:* pp. 139-140/A-1, p. 140/A-2,  
p. 140/A-4, p. 140/A-5, p. 140/A-6  
*Chap. 11:* p. 163/B-2  
*Chap. 17:* p. 247/B-8, p. 248/C-2  
*Chap. 18:* pp. 255-256/A-5

**Government.** *See* Elections; Officials,  
government; Taxes

**Government processes**

*Unit III:* p. 134/UA  
*Chap. 9:* pp. 139-140/A-1, p. 140/A-2,  
p. 140/A-3, p. 140/A-4, p. 140/A-5,  
p. 140/A-6, p. 140/B-1, p. 141/B-2,  
p. 141/B-3, p. 141/B-4, p. 142/C-1,  
pp. 142-143/C-3, p. 143/C-4,  
p. 143/C-5, p. 143/C-6  
*Chap. 11:* p. 163/B-3  
*Chap. 14:* pp. 206-207/C-1

**Government programs and projects**

*Chap. 1:* pp. 38-39/A-8  
*Chap. 4:* p. 75/B-4  
*Chap. 8:* p. 127/B-5  
*Chap. 11:* p. 164/C-3  
*Chap. 14:* p. 204/A-7

**Honesty**

*Chap. 6:* p. 101/B-4  
*Chap. 10:* p. 154/C-5

**Housing: cost of construction**

*Chap. 2:* p. 48/A-1, p. 49/A-4,  
p. 51/C-1  
*Chap. 5:* p. 89/C-1, pp. 89-90/C-4,  
p. 90/C-8

**Housing: price**

*Chap. 2:* p. 49/A-4, p. 51/C-1  
*Chap. 3:* p. 62/C-1  
*Chap. 5:* pp. 89-90/C-4, p. 90/C-8

**Housing: quality**

*Chap. 1:* p. 39/A-10  
*Chap. 4:* p. 74/A-7  
*Chap. 5:* p. 88/A-2, p. 88/B-1,  
pp. 88-89/B-2  
*Chap. 14:* p. 207/C-3

**Housing, public**

*Chap. 5:* p. 89/C-2  
*Chap. 13:* pp. 191-192/B-2

**Housing, suburban**

*Chap. 2:* p. 48/A-1, p. 49/A-2,  
p. 49/A-3, p. 49/A-4, p. 50/A-7,  
p. 51/C-1

**Housing, types of**

*Chap. 1:* p. 38/A-2  
*Chap. 5:* pp. 87-88/A-1, p. 89/B-3,  
p. 90/C-7, p. 90/C-9  
*Chap. 13:* p. 191/A-11  
*Chap. 15:* p. 218/C-1

**Ideas, communication of**

*Chap. 4:* p. 75/B-4, p. 75/B-5  
*Chap. 8:* pp. 123-124/A-3  
*Chap. 16:* p. 229/A-1, p. 230/A-2,  
p. 230/A-4, p. 231/A-6, p. 231/A-8,

pp. 231-232/B-1, p. 232/B-2,  
p. 232/B-3, p. 232/B-4,  
pp. 232-233/B-5, p. 233/B-6,  
p. 233/B-7, p. 234/C-1,  
p. 234/C-2, p. 234/C-3, p. 234/C-4,  
p. 234/C-5, pp. 234-235/C-6,  
p. 235/C-7  
*Chap. 17:* p. 245/A-4,  
pp. 245-246/B-1, p. 246/B-3,  
p. 247/B-7  
*Chap. 18:* pp. 256-257/B-2, p. 257/B-3,  
*Chap. 19:* p. 267/A-4, p. 267/A-5,  
pp. 267-268/B-1, p. 268/B-2,  
p. 268/C-3

**Ideas, discovering new**

*Chap. 8:* pp. 123-124/A-3  
*Chap. 16:* p. 230/A-3, p. 230/A-4,  
pp. 230-231/A-5, p. 231/A-6,  
p. 231/A-7, p. 232/B-2, p. 234/C-2  
*Chap. 17:* p. 245/A-1, p. 245/A-2,  
p. 245/A-3, pp. 245-246/B-1,  
p. 246/B-2, p. 246/B-3, p. 246/B-4,  
pp. 246-247/B-5, p. 247/B-7,  
pp. 247-248/C-1  
*Chap. 18:* p. 255/A-1, p. 256/A-6,  
p. 256/A-7  
*Chap. 19:* pp. 266-267/A-1,  
p. 267/A-2, p. 267/A-3, p. 267/A-4,  
p. 267/A-6, pp. 267-268/B-1,  
p. 268/B-2, p. 268/B-3, p. 268/B-4,  
p. 268/C-1, p. 268/C-2, p. 268/C-3,  
p. 269/C-4

**Ideas, preserving**

*Chap. 16:* p. 232/B-2, p. 234/C-1,  
p. 234/C-2, p. 234/C-3, p. 234/C-4,  
p. 234/C-5, pp. 234-235/C-6,  
p. 235/C-7  
*Chap. 17:* pp. 245-246/B-1, p. 246/B-3

**Immigrants**

*Chap. 1:* p. 39/A-9, p. 39/A-10,  
p. 39/A-11  
*Chap. 7:* pp. 115-116/C-2

**Industrial parks**

*Chap. 2:* pp. 51-52/C-5  
*Chap. 7:* p. 116/C-3

**Interdependence among neighbors**

*Chap. 3:* p. 61/B-5, pp. 61-62/B-6  
*Chap. 12:* pp. 176-177/A-7

**Interests, common.** See Goals**Interests, conflicting**

*Chap. 12:* p. 177/A-8, p. 177/A-9,  
p. 177/B-1, pp. 177-178/B-2,  
p. 178/B-3, pp. 178-179/B-4,  
p. 179/C-1, pp. 179-180/C-2,  
p. 180/C-3, p. 180/C-4,  
pp. 180-181/C-6  
*Chap. 18:* p. 258/C-2

**Inventions, inventors**

*Chap. 13:* p. 190/A-7, p. 190/A-8,  
pp. 190-191/A-9, p. 191/A-10  
*Chap. 16:* p. 228/A-3, p. 232/C-2,  
p. 232/C-4  
*Chap. 17:* p. 246/B-2, p. 247/B-6

**Justice.** See Fairness**Land: price**

*Chap. 1:* pp. 40-41/C-2  
*Chap. 2:* p. 51/C-1  
*Chap. 3:* p. 61/B-4, p. 62/C-1,  
p. 62/C-2  
*Chap. 5:* p. 89/C-3  
*Chap. 7:* p. 116/C-3

**Land: use**

*Intro:* p. 27/C-2, p. 27/C-3  
*Unit I:* p. 32/UA, pp. 32-33/LT-1  
*Chap. 1:* pp. 37-38/A-1, p. 38/A-2,  
p. 38/A-4, p. 39/B-1, p. 40/C-1,  
p. 41/C-3  
*Chap. 2:* p. 48/A-1, p. 49/A-2,  
p. 49/A-3, p. 49/A-6, p. 50/A-7,  
p. 50/B-5, p. 51/C-1  
*Chap. 3:* p. 61/B-4  
*Chap. 4:* p. 72/A-1  
*Chap. 9:* p. 142/C-2, pp. 142-143/C-3,  
p. 143/C-4  
*Chap. 10:* p. 154/C-8  
*Chap. 13:* p. 189/A-2,  
pp. 189-190/A-5, p. 190/A-6,  
p. 190/A-7, p. 193/C-3

**Laws**

*Intro:* p. 26/B-3  
*Chap. 5:* p. 88/A-2  
*Chap. 9:* p. 140/A-4  
*Chap. 10:* p. 151/A-1, p. 151/A-2,  
p. 151/A-3, p. 152/A-4,  
pp. 152-153/B-1, p. 153/B-2,  
p. 153/B-3, p. 153/B-4, p. 153/C-1,  
p. 153/C-2, pp. 153-154/C-3,  
p. 154/C-4, p. 154/C-5, p. 154/C-6,  
p. 154/C-7  
*Chap. 12:* p. 176/A-6

**Learning.** See Ideas, communication of;  
Ideas, discovering new**Legal system**

*Chap. 10:* p. 151/A-1, p. 151/A-2,  
p. 151/A-3, p. 152/A-4,  
pp. 152-153/B-1, p. 153/B-2,  
p. 153/B-3, p. 153/B-4, p. 153/C-1,

p. 153/C-2, pp. 153-154/C-3,  
p. 154/C-4, p. 154/C-5, p. 154/C-6,  
p. 154/C-7  
*Chap. 12:* p. 180/C-5

**Machines**

*Chap. 4:* p. 75/C-1, p. 75/C-2,  
pp. 75-76/C-3, p. 76/C-4, p. 76/C-5,  
p. 76/C-6, p. 76/C-7  
*Chap. 7:* p. 111/A-1, p. 112/A-6  
*Chap. 8:* pp. 128-129/C-3  
*Chap. 13:* p. 190/A-8,  
pp. 190-191/A-9, p. 191/A-10  
*Chap. 16:* p. 233/B-6, p. 234/C-4,  
p. 235/C-7

**Maps**

*Intro:* p. 24/A-5  
*Unit I:* pp. 32-33/LT-1  
*Chap. 1:* pp. 38-39/A-8  
*Chap. 2:* p. 51/C-2  
*Chap. 3:* p. 60/A-4  
*Chap. 4:* p. 72/A-2, p. 72/A-3,  
p. 74/A-4  
*Chap. 7:* p. 115/C-1  
*Chap. 8:* p. 128/B-8  
*Chap. 9:* pp. 142-143/C-3  
*Chap. 10:* p. 154/C-8  
*Chap. 11:* p. 163/B-2  
*Chap. 14:* pp. 204-205/B-5  
*Chap. 16:* p. 234/C-1

**Market**

*Chap. 4:* p. 72/A-3  
*Unit II:* p. 82/UA-2  
*Chap. 7:* p. 114/B-4  
*Chap. 8:* pp. 124-125/B-1, p. 125/B-2,  
p. 125/B-3, pp. 125-127/B-4,  
p. 127/B-5

**Mines, miners**

*Chap. 8:* p. 123/A-1, p. 123/A-2,  
p. 127/B-6, p. 128/C-1, p. 128/C-2,  
pp. 128-129/C-3  
*Chap. 14:* p. 204/A-5

**Mobility**

*Chap. 1:* p. 38/A-7, pp. 38-39/A-8  
*Chap. 2:* p. 50/B-1, p. 50/B-2,  
p. 50/B-3, p. 51/C-1  
*Chap. 3:* p. 60/A-5, pp. 60-61/A-6  
*Chap. 4:* p. 74/A-7, p. 74/B-1,  
p. 76/C-5, p. 76/C-6  
*Chap. 6:* p. 103/C-3  
*Chap. 13:* p. 189/A-2, p. 190/A-6,  
p. 191/B-1, pp. 191-192/B-2,  
p. 192/B-3, pp. 192-193/B-6

**Money: effect on life style**

*Chap. 1:* pp. 38-39/A-8, p. 40/B-3  
*Chap. 2:* p. 50/B-3, p. 50/B-5,  
p. 51/C-1, p. 51/C-3  
*Chap. 4:* p. 74/A-7, p. 75/B-3,  
p. 76/C-5, p. 76/C-6  
*Chap. 12:* pp. 178-179/B-4  
*Chap. 13:* pp. 189-190/A-5

**Money, flow of**

*Chap. 2:* p. 49/A-3  
*Chap. 3:* pp. 61-62/B-6

**Natural hazards.** *See* Environment:  
natural hazards**Nature, studying.** *See* Environment:  
studying nature**Neighborhood planning**

*Chap. 15:* p. 216/A-2, p. 217/A-5,  
pp. 217-218/B-2, p. 218/C-1,

p. 219/C-2, p. 219/C-3, p. 219/C-4,  
p. 219/C-5, p. 219/C-6

**Neighborhood projects**

*Chap. 1:* p. 39/A-11  
*Chap. 2:* p. 50/B-4  
*Chap. 11:* p. 164/C-4, pp. 164-165/C-5  
*Chap. 12:* p. 176/A-5, p. 180/C-5

**Neighborhood system.** *See* Systems,  
neighborhood**Neighborhoods: change**

*Chap. 1:* p. 38/A-7, pp. 38-39/A-8,  
p. 39/B-1  
*Chap. 3:* p. 60/A-2, p. 60/A-3  
*Chap. 4:* p. 76/C-5  
*Chap. 5:* p. 89/B-3, p. 91/C-10  
*Chap. 7:* pp. 115-116/C-2  
*Chap. 8:* p. 128/C-2  
*Chap. 9:* p. 142/C-2, p. 143/C-4  
*Chap. 12:* p. 176/A-6  
*Chap. 13:* p. 189/A-1, p. 189/A-2,  
p. 189/A-3, p. 189/A-4,  
pp. 189-190/A-5, p. 190/A-6,  
p. 190/A-7, p. 190/A-8,  
pp. 190-191/A-9, p. 191/A-10,  
p. 191/A-11, p. 191/A-12,  
p. 191/B-1, pp. 191-192/B-2,  
p. 192/B-3, p. 192/B-4, p. 192/B-5,  
pp. 192-193/B-6, p. 193/C-1,  
p. 193/C-2, p. 193/C-3,  
pp. 193-194/C-4, p. 194/C-5  
*Chap. 15:* p. 218/B-4, p. 219/C-4,  
p. 219/C-6

**Neighborhoods: definition**

*Intro:* pp. 23-24/A-1, p. 24/A-2,  
p. 24/A-3, p. 24/A-4, p. 25/A-10,

pp. 25-26/A-11, p. 26/A-12  
*Unit I:* pp. 32-33/LT-1  
*Chap. 1:* pp. 37-38/A-1, p. 41/C-3  
*Chap. 2:* p. 49/A-5, p. 50/B-5  
*Chap. 3:* p. 60/A-1, p. 60/A-4

**Neighborhoods: differences**

*Intro.* p. 27/C-3  
*Unit I:* p. 32/UA  
*Chap. 1:* pp. 37-38/A-1, p. 38/A-2,  
p. 38/A-4, p. 38/A-5, pp. 39-40/B-2,  
p. 40/C-1  
*Chap. 2:* p. 50/A-7, p. 50/B-1,  
p. 50/B-2, p. 50/B-3  
*Chap. 3:* p. 60/A-1, p. 60/A-4,  
p. 60/A-5, p. 61/B-4  
*Chap. 4:* p. 72/A-1, p. 74/A-4  
*Chap. 7:* p. 116/C-3

**Neighborhoods: problems**

*Intro:* p. 25/A-8  
*Chap. 1:* p. 38/A-5, p. 39/A-11,  
p. 40/B-3, p. 40/B-4  
*Chap. 7:* p. 116/C-3  
*Chap. 9:* p. 140/A-5, p. 140/B-1,  
p. 141/B-2, p. 142/C-2, p. 143/C-5,  
p. 143/C-6  
*Chap. 11:* p. 163/B-3  
*Unit IV:* p. 170/UA  
*Chap. 12:* p. 176/A-4, p. 176/A-5,  
p. 176/A-6, p. 177/A-8, p. 177/A-9,  
p. 180/C-4  
*Chap. 13:* p. 194/C-5  
*Chap. 14:* p. 203/A-1, p. 203/A-2,  
p. 203/A-3, pp. 203-204/A-4,  
p. 204/A-5, p. 204/A-6, p. 204/A-7,  
pp. 204-205/B-1, p. 205/B-2,  
p. 205/B-3, pp. 205-206/B-4,  
p. 206/B-5, pp. 206-207/C-1,

p. 207/C-2, p. 207/C-3, p. 207/C-4,  
pp. 207-208/C-5  
*Chap. 15:* p. 218/B-4, p. 219/C-3,  
p. 219/C-4, p. 219/C-6

### **Neighborhoods: problem solving**

*Chap. 1:* p. 38/A-5, p. 39/A-11,  
p. 40/B-3, p. 40/B-4  
*Chap. 9:* p. 142/C-2, p. 143/C-5,  
p. 143/C-6  
*Chap. 11:* p. 163/B-3  
*Unit IV:* p. 170/UA  
*Chap. 12:* p. 176/A-4, p. 176/A-5,  
p. 176/A-6, p. 177/A-8, p. 177/A-9,  
p. 179/C-1, pp. 179-180/C-2,  
p. 180/C-3, p. 180/C-4, p. 180/C-5,  
pp. 180-181/C-6  
*Chap. 13:* p. 192/B-4  
*Chap. 14:* pp. 203-204/A-4,  
p. 204/A-5, pp. 204-205/B-1,  
p. 205/B-2, p. 205/B-3,  
pp. 205-206/B-4, p. 206/B-5,  
pp. 206-207/C-1, p. 207/C-2,  
p. 207/C-3, p. 207/C-4,  
pp. 207-208/C-5  
*Chap. 15:* p. 218/B-4, p. 219/C-3,  
p. 219/C-4, p. 219/C-6

### **Neighborhoods: similarities**

*Intro:* pp. 23-24/A-1, p. 25/A-10  
*Unit I:* p. 32/UA  
*Chap. 1:* pp. 37-38/A-1, p. 38/A-2,  
pp. 39-40/B-2, p. 40/C-1  
*Chap. 3:* p. 60/A-1, p. 60/A-3

### **Neighborhoods: unique characteristics**

*Intro:* p. 24/A-4, p. 27/C-1, p. 27/C-2,  
p. 27/C-3, p. 27/C-4  
*Chap. 1:* p. 41/C-3

*Chap. 2:* p. 49/A-5, p. 50/B-5  
*Chap. 3:* p. 61/B-1  
*Chap. 4:* p. 74/A-6

### **Neighborhoods, ethnic**

*Chap. 1:* p. 39/A-9, p. 39/A-10,  
p. 39/A-11, p. 39/B-1, p. 40/B-3  
*Chap. 7:* pp. 115-116/C-2

### **Neighborhood, selection of. *See***

Selection of a neighborhood

### **Neighborliness**

*Intro:* p. 24/A-6, pp. 24-25/A-7,  
p. 25/A-8, p. 25/A-9, p. 26/B-1,  
p. 26/B-2  
*Unit I:* pp. 32-33/LT-1  
*Chap. 1:* p. 38/A-3, p. 39/A-11  
*Chap. 3:* p. 60/A-5, pp. 60-61/A-6  
*Chap. 4:* p. 74/A-5

### **Officials, government**

*Chap. 9:* p. 140/A-3, p. 141/B-2,  
p. 142/C-1, p. 142/C-2, p. 143/C-5

### **Organizations, civic and political**

*Chap. 1:* p. 40/B-4  
*Chap. 2:* p. 50/B-4  
*Chap. 9:* p. 143/C-6  
*Chap. 11:* p. 163/B-1, p. 163/B-4,  
pp. 163-164/B-5, p. 164/B-6  
*Chap. 14:* p. 204/A-7

### **People: interaction**

*Intro:* p. 24/A-6, pp. 24-25/A-7,  
p. 26/B-1, p. 26/B-2  
*Unit I:* pp. 32-33/LT-1  
*Chap. 3:* p. 61/B-1, p. 61/B-2

### **Policemen**

*Unit III:* p. 134/UA  
*Chap. 10:* p. 153/C-1, p. 153/C-2

### **Pollution. *See* Environment: problems**

### **Prejudice**

*Intro:* p. 26/B-3  
*Chap. 1:* p. 39/A-11  
*Chap. 3:* p. 61/B-3  
*Chap. 4:* p. 74/A-5  
*Chap. 5:* pp. 88-89/B-2  
*Chap. 12:* p. 180/C-3  
*Chap. 18:* p. 255/A-4

### **Profits. *See* Business: risks and profits**

### **Ranches, ranchers**

*Chap. 4:* pp. 75-76/C-3  
*Chap. 8:* p. 124/A-4, p. 124/A-5

### **Raw materials**

*Chap. 8:* p. 123/A-1, p. 123/A-2,  
pp. 123-124/A-3, p. 124/A-4,  
p. 124/A-5, pp. 124-125/B-1,  
p. 125/B-2, p. 125/B-3,  
pp. 125-127/B-4, p. 127/B-5,  
p. 127/B-6, pp. 127-128/B-7,  
p. 128/B-8, p. 128/C-1, p. 128/C-2,  
pp. 128-129/C-3

### **Risks. *See* Business: risks and profits**

### **Rules: effect on neighborhoods**

*Intro:* pp. 25-26/A-11  
*Chap. 9:* pp. 139-140/A-1, p. 140/A-4



## **Rural areas**

*Chap. 1:* p. 38/A-4  
*Chap. 4:* p. 72/A-1, p. 72/A-2,  
p. 72/A-3, p. 74/A-4, p. 74/A-5,  
p. 74/A-6, p. 74/A-7, p. 74/B-1,  
pp. 74-75/B-2, p. 75/B-3, p. 75/B-4,  
p. 75/B-5, p. 75/C-1, p. 75/C-2,  
pp. 75-76/C-3, p. 76/C-4, p. 76/C-5,  
p. 76/C-6, p. 76/C-7  
*Chap. 5:* p. 89/C-3  
*Chap. 8:* p. 123/A-1, p. 124/A-5,  
p. 124-125/B-1, p. 125/B-2,  
p. 125/B-3, pp. 125-127/B-4,  
p. 127/B-5, p. 127/B-6,  
pp. 127-128/B-7, p. 128/B-8,  
p. 128/C-1, p. 128/C-2,  
pp. 128-129/C-3  
*Chap. 12:* p. 176/A-5  
*Chap. 13:* p. 192/B-5

## **Rural areas: problems**

*Chap. 4:* p. 74/A-7, p. 74/B-1,  
pp. 74-75/B-2, p. 75/B-3, p. 76/C-5,  
p. 76/C-6  
*Chap. 14:* p. 204/A-5  
*Chap. 17:* p. 245/A-4

## **Schools**

*Chap. 9:* p. 140/A-6, p. 143/C-5  
*Chap. 11:* p. 162/A-6  
*Chap. 14:* pp. 207-208/C-5  
*Chap. 15:* p. 219/C-6  
*Chap. 16:* p. 229/A-1, p. 230/A-2,  
p. 230/A-4, p. 231/A-8, p. 232/B-3,  
p. 232/B-4, p. 232/B-5, p. 233/B-6,  
p. 233/B-7  
*Chap. 19:* pp. 266-267/A-4, p. 267/A-5

## **Science, scientists**

*Chap. 4:* p. 76/C-4, p. 76/C-7  
*Chap. 8:* pp. 123-124/A-3  
*Chap. 17:* p. 245/A-4, p. 246/B-3,  
p. 246/B-4, p. 246/B-5  
*Chap. 18:* p. 256/A-6, p. 256/A-7,  
p. 258/C-2  
*Chap. 19:* p. 267/A-4,  
pp. 267-268/B-1, p. 268/B-4,  
p. 268/C-1, p. 268/C-2

## **Scientific method**

*Chap. 17:* p. 246/B-4, pp. 246-247/B-5

## **Selection of a neighborhood**

*Intro:* p. 26/B-2, p. 26/B-3, p. 27/B-4  
*Chap. 1:* p. 39/A-9, p. 39/A-10,  
p. 39/A-11  
*Chap. 2:* p. 50/B-1, p. 50/B-2,  
p. 50/B-3  
*Chap. 3:* p. 60/A-5, pp. 60-61/A-6  
*Chap. 4:* p. 75/B-3  
*Chap. 5:* pp. 88-89/B-2  
*Chap. 12:* pp. 175-176/A-3

## **Services: skills**

*Chap. 6:* p. 99/A-1, p. 99/A-2,  
pp. 99-100/A-4, pp. 102-103/B-10  
*Chap. 9:* pp. 139-140/A-1, p. 140/A-2,  
p. 140/A-4, p. 140/A-5  
*Chap. 11:* p. 163/B-1  
*Chap. 17:* p. 247/B-8  
*Chap. 18:* pp. 255-256/A-5

## **Services and goods. See Goods and Services**

## **Small towns**

*Chap. 3:* p. 60/A-1, p. 60/A-2,  
p. 60/A-3, p. 60/A-4, p. 60/A-5,

pp. 60-61/A-6, p. 61/B-1, p. 61/B-2,  
p. 61/B-3, p. 61/B-4, p. 61/B-5,  
pp. 61-62/B-6, p. 62/C-1, p. 62/C-2  
*Chap. 4:* p. 72/A-1  
*Chap. 5:* p. 89/C-3

## **Specialists**

*Intro:* p. 27/C-4  
*Chap. 5:* pp. 90-91/C-6  
*Chap. 7:* p. 113/A-9  
*Chap. 12:* pp. 176-177/A-7  
*Chap. 15:* p. 218/C-1, p. 219/C-2,  
p. 219/C-5, p. 219/C-6  
*Chap. 17:* p. 247/B-8, p. 248/C-3  
*Chap. 18:* p. 256/A-6, p. 257/A-7,  
p. 257/B-1, p. 258/C-1, p. 258/C-2  
*Chap. 19:* p. 267/A-3, p. 267/A-4,  
p. 267/A-6, p. 268/C-1

## **Stability**

*Chap. 1:* pp. 38-39/A-8  
*Chap. 3:* p. 61/B-2  
*Chap. 6:* p. 103/C-2

## **Stores and offices**

*Chap. 2:* p. 50/B-5, p. 51/C-1  
*Chap. 3:* p. 61/B-4, p. 61/B-5,  
pp. 61-62/B-6  
*Chap. 6:* p. 99/A-1, p. 99/A-2,  
p. 99/A-3, pp. 99-100/A-4,  
p. 100/B-1, p. 100/B-2,  
pp. 100-101/B-3, p. 101/B-4,  
p. 101/B-5, p. 101/B-6, p. 101/B-7,  
pp. 101-102/B-8, p. 102/B-9,  
pp. 102-103/B-10, p. 103/C-1,  
p. 103/C-2, p. 103/C-3  
*Chap. 7:* p. 112/A-5  
*Chap. 10:* p. 154/C-5

## **Suburbs**

*Chap. 2:* p. 48/A-1, p. 49/A-2,  
p. 49/A-3, p. 49/A-4, p. 49/A-5,  
p. 49/A-6, p. 50/A-7, p. 50/B-1,  
p. 50/B-2, p. 50/B-3, p. 50/B-4,  
p. 50/B-5, p. 51/C-1, p. 51/C-2,  
p. 51/C-3, p. 51/C-4, pp. 51-52/C-5,  
p. 52/C-6  
*Chap. 3:* p. 60/A-1, p. 60/A-3,  
p. 60/A-4, p. 61/B-4, p. 62/C-1  
*Chap. 4:* p. 72/A-1  
*Chap. 5:* p. 89/C-3  
*Chap. 7:* p. 116/C-3  
*Chap. 13:* pp. 190-191/A-9, p. 193/C-3

## **Suburbs: problems**

*Chap. 2:* p. 51/C-2, p. 51/C-3,  
p. 51/C-4

## **Supply and demand**

*Chap. 1:* pp. 40-41/C-2  
*Chap. 3:* p. 62/C-1  
*Chap. 5:* p. 89/C-3, pp. 89-90/C-4  
*Chap. 6:* pp. 102-103/B-10  
*Chap. 7:* p. 114/B-2  
*Chap. 8:* p. 125/B-2, pp. 125-127/B-4

## **Systems, neighborhood**

*Chap. 15:* pp. 215-216/A-1,  
p. 216/A-3, pp. 216-217/A-4,  
p. 217/A-5, p. 217/A-6, p. 218/B-4

## **Taxes**

*Chap. 2:* p. 51/C-1, p. 52/C-6  
*Chap. 9:* p. 140/A-2

## **Technology**

*Chap. 2:* p. 49/A-4  
*Chap. 4:* p. 75/C-1, p. 75/C-2,

p. 75-76/C-3, p. 76/C-4, p. 76/C-5,  
p. 76/C-7  
*Chap. 8:* pp. 128-129/C-3  
*Chap. 13:* p. 190/A-8,  
pp. 190-191/A-9, p. 191/A-10,  
pp. 193-194/C-4, p. 195/C-5  
*Chap. 16:* p. 233/B-6, p. 234/C-4,  
p. 234/C-6  
*Chap. 17:* p. 245/A-3, p. 246/B-2  
*Chap. 19:* pp. 266-267/A-1

## **Technology: problems**

*Chap. 13:* p. 193/C-4, p. 194/C-5  
*Chap. 17:* p. 248/C-3, p. 248/C-4

## **Tools**

*Chap. 7:* p. 111/A-1, p. 112/A-6  
*Chap. 17:* p. 246/B-2

## **Traditions. See Customs**

## **Transportation**

*Chap. 1:* p. 38/A-6  
*Chap. 2:* p. 50/B-5, p. 51/C-1  
*Chap. 6:* p. 103/C-1, p. 103/C-2  
*Chap. 8:* p. 128/B-8  
*Chap. 13:* p. 193/C-4

## **Urban areas. See Cities**

## **Value added**

*Chap. 8:* pp. 127-128/B-7, p. 128/B-8

## **Values: fairness. See Fairness**

## **Values: honesty. See Honesty**

## **Values: prejudice. See Prejudice**

## **Values, conflicting**

*Chap. 3:* p. 61/B-3  
*Chap. 9:* p. 141/B-3, p. 142/C-2  
*Chap. 10:* p. 151/A-3

## **Violence**

*Chap. 13:* p. 191/A-12  
*Chap. 14:* pp. 203-204/A-4  
*Chap. 18:* p. 255/A-4

## **Volunteers**

*Unit III:* p. 134/UA  
*Chap. 9:* p. 140/A-2, p. 141/B-4  
*Chap. 11:* p. 161/A-1, p. 161/A-2,  
p. 161/A-3, pp. 161-162/A-4,  
p. 162/A-5, p. 162/A-6, p. 162/A-7,  
p. 162/A-8, p. 163/B-1, p. 163/B-2,  
p. 163/B-3, p. 163/B-4,  
pp. 163-164/B-5, p. 164/B-6,  
p. 164/C-1, p. 164/C-2, p. 164/C-3,  
p. 164/C-4, pp. 164-165/C-5  
*Chap. 12:* p. 180/C-4

## **Workers, factory**

*Chap. 7:* p. 111/A-1, p. 111/A-3,  
pp. 111-112/A-4, p. 112/A-6

## **Workers, migrant**

*Chap. 4:* p. 74/A-7  
*Chap. 16:* p. 232/B-5

## **POEMS**

### **A Poem of Inventions**

*Chap. 17:* p. 246/B-2

### **City Child**

*Chap. 1:* p. 38/A-4

**Emma's Store**

*Chap. 6: pp. 100-101/B-3*

**Feet and Wheels**

*Intro: p. 24/A-6*

**Grain Elevators**

*Chap. 8: pp. 124-125/B-1*

**How Large the World?**

*Intro: p. 26/A-12*

**Man and His Ideas**

*Chap. 19: pp. 267-268/B-1*

**The Instant Neighborhood**

*Chap. 13: p. 193/C-3*

**STORIES****Adam and Eddie**

*Chap. 1: p. 39/A-10*

**A Day in the Park**

*Chap. 11: pp. 164-165/C-5*

**A Good Plan**

*Chap. 15: p. 219/C-6*

**A Man Named Leonardo**

*Chap. 16: p. 234/C-2*

**A New Harvest**

*Chap. 13: p. 190/A-7*

**A New School for Sara**

*Chap. 9: p. 140/A-6*

**Annabel Can Read**

*Chap. 11: p. 162/A-6*

**A Sale That Wasn't**

*Chap. 7: pp. 114-115/B-5*

**A Small Town**

*Chap. 3: p. 61/B-3*

**A Surprise for Mrs. Shaw**

*Chap. 11: p. 161/A-3*

**Betsy's New Hat**

*Chap. 7: pp. 113-114/B-1*

**Bittyburg**

*Chap. 3: p. 62/C-2*

**Coming Home to the Family**

*Chap. 3: pp. 60-61/A-6*

**Community Advocates: A New Way to Help People**

*Chap. 12: p. 180/C-5*

**Corrinne Meets the Sleeping Giant**

*Chap. 8: pp. 128-129/C-3*

**Craig's Farm**

*Chap. 4: p. 75/B-3*

**Curious Man**

*Chap. 19: p. 268/B-4*

**Edythe Gaines**

*Chap. 14: p. 207/C-5*

**Frank Learns a Lesson**

*Chap. 10: p. 154/C-6*

**Getting It Together**

*Chap. 9: p. 143/C-4*

**Grass Roots**

*Chap. 14: p. 204/A-5*

**Green Meadows Park**

*Chap. 2: pp. 51-52/C-5*

**How Scientists Study "Getting Along"**

*Chap. 18: p. 258/C-2*

**Hurricanes and Heroes**

*Chap. 13: p. 191/A-12*

**I Have Two Homes Now**

*Chap. 1: p. 39/A-9*

**In-sur-ance**

*Chap. 6: pp. 99-100/A-4*

**Jacob Friesen**

*Chap. 4: p. 74/A-5*

**Johann's Printing Press**

*Chap. 16: p. 234/C-4*

**Kwan Ti**

*Chap. 1: p. 39/A-11*

**Learning for Tomorrow**

*Chap. 19: p. 267/A-4*

**Letters from Juan to His Cousin in Mexico**

*Chap. 15: p. 219/C-4*

**Life in Shady Grove**

*Chap. 2: p. 51/C-3*

**Life near the Steel Mills**  
*Chap. 7: pp. 115-116/C-2*

**Mr. Barr's Dilemma**  
*Chap. 12: p. 181/C-7*

**Mr. Lodge's Garage**  
*Chap. 9: p. 142/C-2*

**Neighbors Work Together**  
*Chap. 15: p. 218/B-4*

**New Friends in a New Neighborhood**  
*Intro: p. 25/A-8*

**New Homes for the Poor**  
*Chap. 14: p. 207/C-3*

**On the Move**  
*Chap. 4: p. 74/A-7*

**The Amarillo Bus**  
*Chap. 16: p. 232-233/B-5*

**The Chinatown Neighborhood**  
*Chap. 1: p. 39/A-11*

**The Delicatessen**  
*Chap. 6: p. 101/B-6*

**The New Field of Oats**  
*Chap. 8: pp. 123-124/A-3*

**The Old Farmhouse**  
*Chap. 5: p. 91/C-10*

**The Story of Three Pats**  
*Chap. 17: p. 247/B-6*

**Top and Bottom**  
*Chap. 6: p. 101/B-4*

**Walter Gropius—the Teacher**  
*Chap. 2: p. 49/A-4*

**We Want Homes, Not Slums!**  
*Chap. 12: p. 176/A-6*

## **VIGNETTES**

**Basic Social Problems**  
“Violence”  
“Environment”

“Prejudice”  
*Chap. 18: p. 255/A-4*

**Men, Ideas, and Homes**  
“Frank Lloyd Wright”  
“Le Corbusier—Architect, Sculptor, Artist”  
“Buckminster Fuller—the Inventor Architect”  
“Ludwig Mies Van der Rohe”  
*Chap. 5: p. 91/C-9*

**Neighborhoods in Conflict**  
*Chap. 12: p. 177/A-8*

**What's So Fair About It?**  
“Can a Man Own Half a Cart?”  
“A Secret Pet”  
“A Teacher's Promise”  
*Chap. 10: p. 153/B-4*

**When You Grow Up**  
“Food for All”  
“Conservation”  
“Work”  
*Chap. 19: p. 268/C-1*







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